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ABSTRACT

The experiences of the W.K. Kellogg Foundation Program for the Development of Team Leadership at an Urban University as implemented at The University of Akron are described. A brief overview is presented of the goals and objectives of the program and the following activities: full-day class sessions meeting once a week for eight weeks; task forces; internships; resource groups; breakfast forums; evaluation; dissemination; and several smaller-scale programs, including a two-day retreat. These activities were designed to emphasize three major thrusts: intragroup and intergroup interaction and communication; understanding the structure and dynamics of university organization; and understanding issues in higher education and their application to The University of Akron as an urban institution. Two premises underlying program goals are as follows: (1) leadership needs of universities can better be served through the concept of functional team leadership with final decisions provided by the top decision-makers; and (2) team leadership development programs can be useful to other universities interested in similar changes. Both formative and summative evaluations were conducted to provide assessments of each program component as it occurred and to provide an assessment of the overall effectiveness of the program. Recommendations regarding each of the program components, future plans, and findings that might be helpful for other institutions are presented, and a chart that outlines the program activities and the overall program goals and objectives is appended. (SW)

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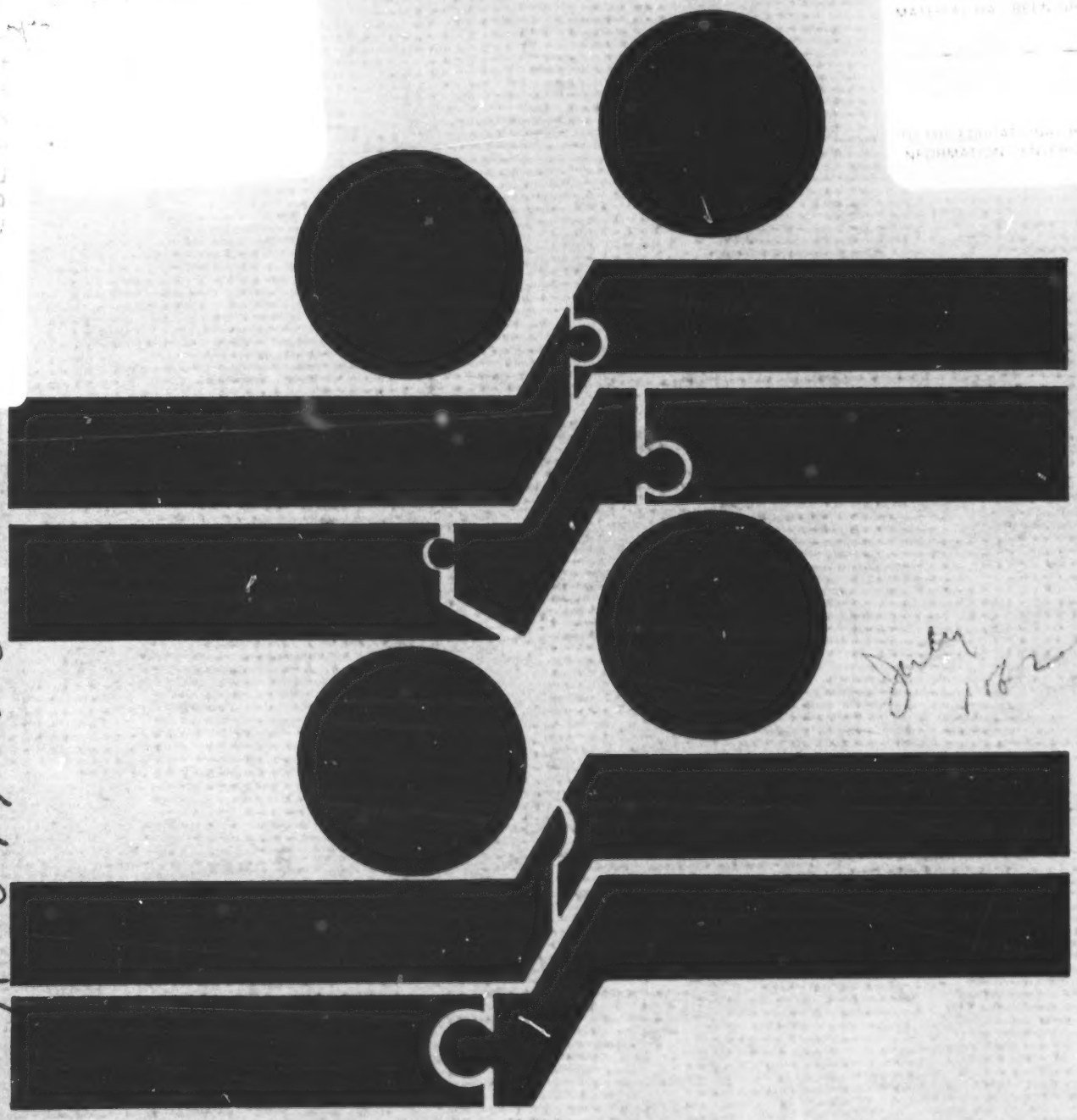
THE W.K. KELLOGG FOUNDATION PROGRAM FOR THE DEVELOPMENT OF TEAM LEADERSHIP AT AN URBAN UNIVERSITY

FINAL REPORT: JANUARY, 1976 - FEBRUARY, 1978



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Symbols, shorthand to visual communication, are often used to represent a particular philosophy. And so it is with the logo on the cover of this report which reflects the University's heightened awareness: that we function best, together. The equal signs represent equality of opportunity of each person's ideas in a team. The different levels represent each person's individuality of ideas while the connecting bars represent the flow of information and communication. Finally, the symmetric design represents unity ... the symbol offers a visual extension of the University.

"It is clear that the present closed structure of higher education built in this country since the last two decades of the 19th century has reached its zenith... Waiting in the wings is some new system, far more flexible, serving more diversified students of all ages, with a regional outreach and characterized by collaboration rather than by possessive, competitive individualism of discrete congeries of administration and faculty members."

- Robert L. Shayon, 1978

The 129-acre University of Akron campus is located at the hub of an industrial urban area of one and a half million people. The University, which has experienced an increasing enrollment for the past 20 years, now serves more than 23,000 day and evening students with an additional 4,200 in "informal" noncredit classes.

Throughout the complete spectrum of educational offerings including certificate programs, two-year associate, baccalaureate, professional, and graduate programs through the doctorate, the University seeks to continue its deep involvement in both its immediate urban environment as well as national and international scene.

The vital university is a living, breathing microcosm of change and challenge. It must both respond and lead. This process is the university's lifeblood.

Today, The University of Akron's philosophy of education extends beyond the short-term goal of gainful employment and the long-range plan for self-fulfillment. In the larger sense, the central task of education at this University is to expand man's adaptive capacities by providing a flexible and anticipatory planning network, both personal and in the broadest context of society. The Kellogg Foundation Team Leadership Program is a faculty and administrative self-renewal program with this expansion as one of its goals.

PREFACE

This final report of the W.K. Kellogg Foundation Program for the Development of Team Leadership at an Urban University is one way of sharing an experiment and an experience. The Program was developed to demonstrate that internal, large-scale team leadership development is possible within the dynamics of a large, complex university. The basic premise is that team leadership development is not just possible, but essential if higher education is to keep pace with its increasing responsibilities, demands, and complexities. Because the Program was developed as a model, we want to share as much of this model as possible to enable the reader to determine its applicability or adaptability to his or her own needs. However behind all the words are the people who became involved in the program: The project staff, the consultants, and the participants. The Program was a success because they were successful. And the Program was possible because of the generous support--financial and moral--provided by the W.K. Kellogg Foundation. We sincerely hope that others will profit from this model as much as we have.

D. J. Guzzetta
President, The University of Akron
and Program Chairman

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INTRODUCTION

The following report will (1) record the experiences of the W.K. Kellogg Foundation Program for the Development of Team Leadership at an Urban University as implemented at The University of Akron; and (2) assess the strength and weaknesses of the program so that others who plan to use it may benefit from our experience. For your convenience, an Overview Chart, separate from the body of the narrative, is provided. (Please turn to the insert included with the report.) By keeping this chart in view, you will be able to (1) understand the program in its totality with minimum effort; (2) see more clearly the interrelationships among its various components along with its relationship to the University; and (3) be more aware of the reasoning involved in the analysis of the program and recommendations for future implementation.

Before describing the chart, a short review of the Kellogg program may be helpful. Designed at The University of Akron for the development of team leadership among faculty and administrators, the program was funded by the W.K. Kellogg Foundation as a "flagship program" to serve, if successful, as a model for other universities. Team leadership included (1) the development of team building capabilities, or inter- and intra-group understanding; (2) the development of individual leadership capabilities; and (3) the recognition, development, and exploitation of the "dynamic" that the leadership of any group is constantly shifting and resting with whichever individual has the information necessary for the resolution of the issues before the group.

Selection for involvement in the program was based on invitations to 830 faculty and administrators. One-hundred seven persons were selected from the applicants to participate in four sequential classes organized to represent an equal mix of faculty and administrators, with both horizontal (disciplinary) and vertical (status) representation.

The program had essentially six interrelated steps: (1) a weekend retreat; (2) full-day class sessions meeting once a week for eight weeks; (3) identification of task forces; (4) serving on task forces; (5) Internships; and (6) evaluation. These activities were designed to emphasize three major thrusts: intra- and intergroup interaction and communication; understanding the structure and dynamics of university organization; and understanding issues in higher education and their application to The University of Akron as an urban institution. This report is an elaboration of our experiences with each component of the program.

The Overview Chart, as suggested, is designed as an aid to understanding the program. It contains two major areas: I--Goals and Objectives and II--Major Activities. The latter category contains nine areas of major effort: (1) Resource Groups; (2) Classes; (3) Task Forces; (4) Internships; (5) Mini-Kellogg Programs; (6) Breakfast Forums; (7) Evaluation; (8) Dissemination and (9) Future Plans. The activities in each of these categories are spatially placed within the time frame (January 1976 - February 1978) to communicate the flow and interrelationships of these activities.

Part II of the report comments briefly on each of the categories, providing an overall frame of reference.

Part III describes in greater detail each of the major activities of the Kellogg program, followed by analysis and recommendations for that portion of the program. Since you may be more interested in some activities than others, this format will allow you to follow your own inclinations.

It is important to note that the analysis and recommendations in this report are based on three data sources: (1) Kellogg participants (members of the four classes and the mini-Kellogg programs); (2) External evaluation consultants (Project Associates, Washington, D.C.); and (3) Kellogg Project Staff (Project Director, design and training consultant, Intern Project Co-director, and Research Associate). We will identify the source of evidence used for analysis and recommendations so that any potential biases may be made explicit. Where the data sources are not in agreement, we will identify our position with accompanying rationale.

Part IV addresses the issue of whether the program achieved its stated goals and objectives. To what extent were the goals and objectives of the Kellogg Program achieved? What impact did the Kellogg program have on The University of Akron? Given the fact that programs of this nature sometimes generate their own goals, what unintended consequences emerged from the program?

Finally, Part V summarizes those learnings that might be most helpful to institutions of higher education interested in the development of team leadership as a way of keeping pace with the increased demands made upon the urban universities of our nation.

OVERVIEW:
A FRAME OF REFERENCE

To provide you with a helpful frame of reference, a brief overview of each of the main aspects of the Program outlined in the Overview Chart follows.

A. Goals and Objectives. Although the Kellogg Program was officially launched on January 1, 1976, it is important to note its emergence from two statements developed in cooperation with the faculty and staff and ratified by the Board of Trustees in May, 1975. The two statements - "The Urban Mission of The University of Akron" and "Goals and Purposes of The University of Akron" - provide guidelines for future plans and programs (Attachment I). But statements are not sufficient in themselves. They must be converted into identifiable programs that may require reallocation of resources and realignment of roles and personnel. Changes of this nature require a special type of leadership: participative and collaborative. The development of this kind of team leadership has served as the basis for the Kellogg program. The specific goals and objectives for the program are listed on the Overview Chart.

Underlying these goals and objectives are two premises: (1) leadership needs of universities can better be served through the concept of functional team leadership with final decisions provided by the top decision makers; and (2) team leadership development programs can be useful to other universities interested in similar changes.

B. Activities

(1) Resource Groups: Two resource groups were established, the Project Director's Advisory Committee (Kitchen Cabinet) and the Program Advisory Group. The Kitchen Cabinet served as a source of counsel and expertise while the latter group served as a liaison with the various constituencies represented by the members.

(2) Classes: The core of the Kellogg program consisted of four classes of 25-30 persons each, conducted during the 1976 spring and fall quarters and the 1977 winter and spring quarters. Each class, representing a heterogeneous mix both horizontal (disciplinary) and vertical (status) of faculty and administrators, participated in a weekend retreat and eight weekly full day sessions.

(3) Task Forces: During the class sessions participants identified tasks they felt needed to be accomplished to move The University of Akron toward meeting the "Mission" and "Goals and Purposes" statements. The Task Forces and the Internships provided opportunities for the participants to put into practice the skills they had learned. The Overview Chart contains a listing of the essential focus of each Task Force.

(4) Internships: Upon completing the classes, participants were offered the opportunity to become involved in problem-solving or need-meeting activities that cut across departmental and disciplinary lines and related to the University's urban mission. Eight internships were awarded. The problem solving activities of the internships are listed in the Overview Chart.

(5) Mini-Kellogg Programs: Mini-Kellogg programs for various units within the University reinforced learning and established an organ-

izational environment for on-going leadership and growth. Those programs, which ran from one to three days and targeted on specific learning needs, are listed in the Overview Chart.

(6) Breakfast Forums: These forums provided Kellogg participants and other related groups with opportunities to interact with a number of persons nationally prominent in higher education. The speakers are listed in the Overview Chart.

(7) Evaluation: Two concurrent, cross-supportive types of evaluation were conducted. The first, formative, provided an assessment of each component of the program as it occurred; the results were fed back into the program immediately for the benefit of subsequent classes. Anecdotal information solicited from Kellogg participants provided additional subjective evidence for program assessment.

The second type of evaluation, summative, provided an assessment of the overall effectiveness of the program. Dr. Gordon Lippitt and Miss Jeannie Aurelio of Project Associates, Washington, D.C., conducted three campus visits and administered a questionnaire to deans, department heads and administrative directors. In addition, the results from a pre- and post-Campus Survey measuring organizational climate, perception of ideal leader behavior and interdependence and communication between University units, provided statistical data of the impact of the Kellogg Program across a brief time period. The Overview Chart indicates the time and focus of these two kinds of evaluations.

(8) Dissemination: The results of the project activities have been disseminated both internally and externally. Internal dissemination was accomplished primarily through Project Newsletters; alumni paper feature stories; and three major reports (Six month Status Report, First Annual and Final Report). External dissemination was accomplished by: (1) an extensive off-campus distribution of the Newsletter and reports; (2) preparation of papers by participants and Project Staff concerning the program, methods and results; and (3) response to requests for information from other institutions. The various components of dissemination activities are indicated in the Overview Chart.

(9) Future Plans: As early as the second half of the first year, on-going activities were emerging from the Kellogg Program. On the basis of a felt need (Task Forces - Class III and Cross Class), a Proposal designed to extend the Kellogg Program to new target groups, students and community, as well as continuing training for University faculty and administrators, was submitted to the Kellogg Foundation.

Since the Kellogg program is one component in a "network of change", including such groups as the Commission on Institutional Planning and Development, Committee for the Study of the Future and the Educational Research and Development Center, it will be integrated into on-going activities.

Because the Kellogg program has potential for serving as a model for other universities interested in similar changes, future plans include

the publication of a manual describing the process for developing team leadership.

The next section describes the above activities in more detail and includes analyses of and recommendations for each of the program components.

13

resource groups

Kellogg Program Activities
Analysis and Recommendations
resource groups

a. Activities

Mindful of the valuable human resources available on a University campus, two advisory groups with separate and distinct functions were created (Attachment II). The Project Director's Advisory Committee (Kitchen Cabinet), consisting of faculty expertise and knowledge in organizational development, management, psychology and sociology, met weekly in the early stages of the project to provide theoretical and technical advice concerning the strategies and components of the program.

The 14 members of the second group, the Program Advisory Group, represented the major administrative areas (Student Services; University Relations and Development; Academic Affairs; Business and Finance); eight out of thirteen colleges (Arts and Science, Business Administration, Community and Technical College, Education, Engineering, Fine and Applied Arts, Law and Nursing); and the Board of Trustees. The President served as Chairman and the Project Director as Secretary.

The role of the group was to advise, alert and counsel the Project Director from the viewpoint of the constituency represented by its members. It also played a major role in the screening of applicants for the classes and the approval of internship proposals. The group met 12 times during the two-year grant period and participated in a 20-hour mini-Kellogg experience.

Subcommittees of the Program Advisory Group (1) identified and applied criteria for acceptance for the classes and (2) developed application forms and recommended internship awards.

b. Analysis and Recommendations

Resource and support groups serve a vital function in programs of this nature. The special expertise of members of various disciplines serves to sharpen the theoretical and empirical focus of the program and establishes liaison with many areas of the University. Thus, the value and credibility of the program are enhanced.

Early in the program it was decided that Advisory Group members would not be eligible to participate in the Kellogg Program. In retrospect it appears to have been an unwise decision. Their involvement would have made them much more knowledgeable about the program. Concern by Project Staff and Advisory Group members about this issue resulted in a Mini-Kellogg Program for the Advisory Group and the Commission on Institutional Planning and Development in October 1977.

Project Associates, Inc. concluded that some Advisory Group members felt they had not been used to the best advantage (Final Evaluation Report, p. 38. This report is included in the section on evaluation.) In addition, Project Associates suggested that the Advisory Group would have been strengthened with the addition of a representative from the Educational Research and Development Center, since ER & D programs are related to, although not identical with, the Kellogg program. Because the focus of the Kellogg program was different from those conducted by ER & D, Project Staff did not concur with the latter observation.

Had the Advisory Group participated in a Mini-Kellogg prior, rather than subsequent, to the Kellogg classes, the advisory role of the members would have been greatly enhanced. As it was, the members were limited largely to receiving progress reports about the content of the program (Final Evaluation Report, p. 38).

classes

"It is apparent now that there is such a phenomena as group leadership that can work in tandem with and supplement that more traditional leadership structure of the single authority figure."

Kellogg participant

classes

a. Activities

Information about the Kellogg program was disseminated through various channels (news releases; feature story in an alumni newspaper; newsletters; President's letter) in January 1976. In February the President invited all teaching and general faculty administrators to apply for participation in the training portion of the program. The voluntary nature of the program was stressed. Although all four classes could have been filled from the applications received, several openings were left in Classes III and IV to allow for a second round of applications following the first class. This second invitation went out in September 1976. In all, 147 persons applied for participation and 107 were accepted.

Class participants were chosen by a subcommittee of the Program Advisory Group on the basis of two broad categories: (1) situational factors (e.-., proportionate distribution per class; visibility on campus; level in the University structure; college; sex; etc.) and (2) qualitative factors (e.g., consistency of professional goals with program objectives; understanding of higher education; demonstrated leadership ability; etc.). All applicants were reviewed by at least two members of the subcommittee and rated on a scale of 1 to 7. Although most applicants chosen were rated 5 or higher, the Project Director exercised his discretion to choose some ranked lower to provide for the balance and distribution called for by the program. (Attachment III - Class Lists and Analysis of Classes by Target Groups.) All applicants were notified of their acceptance or deferral. The Project Director offered to meet with deferred applicants from the first round to review and improve their applications. Eighteen availed themselves of the opportunity. Deferrals from the second round of applications were encouraged to become involved in subsequent Kellogg activities.

Four classes with membership of 23, 25, 28, and 31 were formed with proportional representation among the following five target groups: (1) Top administrators (those reporting to the President); (2) Deans, Associate, Assistant and Assistants to the Deans, (3) Academic department heads; (4) Administrative Directors and Assistants; and (5) Faculty and staff members. (Attachment III).

Each class participated in an off-campus weekend retreat and eight weekly full-day sessions. As part of the class experience, each class identified tasks that they felt needed to be accomplished to move The University of Akron toward meeting the "Mission" and "Goals and Purposes" statements. The resulting Task Forces activities are described later in this report.

The Retreat and eight sessions for each class were designed to emphasize three major thrusts. The earlier period emphasized interpersonal and intergroup interaction and communication, listening, awareness and understanding of self and others. As the participants became familiar with the first thrust, greater emphasis was placed on understanding University organization and operations. These skills and understandings were then brought to bear on issues in higher education and specific problems of The University of Akron. Essentially the objective of such a three-thrust approach was to develop diagnostic skills, leadership and team building skills that could be applied to areas of need identified

through the use of the diagnostic skills. Figure 1 is a schematic of this approach.

Following a review of a number of possible consultants, Dr. David DeShon of Task Think Workshops, Inc., Kalamazoo, Michigan was engaged to assist in designing exercises and to be a co-trainer with the Project Director for all of the Retreats, the eight weekly sessions for Class I and three sessions for Class II. Exercise materials varied - some were designed by the consultant, some by the Project Director, some by the consultant and the Project Director, some by participants, and others were adapted from existing material.

The Project Director, Mr. Foster S. Buchtel, served as trainer for all sessions for each class. Consistent with the proposed activity of establishing an organizational environment for ongoing leadership and growth, participants were selected to serve as training assistants. They were: Class II--Dr. Paul Hayes, member of Class I; Class III--Miss Velma Pomrenke, Research Associate for the Project; and Class IV--Dr. Shirley Mitchell, a member of Class II and Intern Project Co-Director. In addition, participants were encouraged to develop exercises consistent with the objectives of the program in their own area of expertise and provide leadership for those exercises. Nine participants chose to do so.

Each Retreat took place off campus at a suitable facility some 50 miles away. Bus transportation was used to facilitate early group interaction. Class sessions were held on campus, but away from the distractions and day-to-day activities. Exceptions were session 5 for each of Classes I, II, and IV which were held at a secluded park facility so as to break the routine. Each of the four classes met on different days of the week to allow the participants flexibility in integrating the Kellogg Program into their schedules. (i.e., Class I, Thursdays; Class II, Tuesdays; Class III, Fridays; Class IV, Wednesdays.)

Approximately 75 different exercises and learning aids were developed for the classes. The objectives of the exercises were consistent with the three thrusts of the program, illustrated in Figure 1. In addition, exercises were developed to facilitate the get-acquainted process and nearly 20 handouts were used as process and application aids. (Attachment IV - Evaluation of Exercises and Attachment V - Working Copy - Planning Outline: Class sessions and retreat).

A trainer's guide, using a format of objectives, introduction, exercise, and discussion, was developed for each exercise and made available to participants should they choose to use the exercise in other situations. An agenda was developed for the retreat and each class session and distributed to the participants.

To augment their understandings of the thrusts of the program and to develop a resource file, participants received approximately 30 readings from a pool of 52 (Attachment VI - Bibliography of Kellogg Readings). The readings for classes subsequent to Class I were based on evaluation responses.

Evaluation, an integral part of the class activities, was conducted for: (1) Retreats; (2) Group Growth; (3) Self-Appraisal (4) Readings and (5) Final Retreat and Sessions 1-8. (Attachment

VII - Class Evaluation Instruments.) Responses in each of these areas were used to modify the content of subsequent classes and were shared with the outside evaluators (Project Associates) as additional data for their analysis.

It is instructive to note that after the class sessions, a number of participants initiated "spin-offs", experiences similar to the Kellogg program in their own areas. These spin-offs are described and analyzed in the Mini-Kellogg Programs section of this report.

Upon completion of the classes, participants frequently initiated continuing social contact through gatherings in their homes or meetings on campus. On Dec. 7, 1976, Classes I and II participated in a dinner meeting. Dr. Peter Ellis, Educational Program Director, W.K. Kellogg Foundation, presented the purposes and activities of the Kellogg Foundation and Dr. D.J. Guzzetta, President of The University of Akron, and Mr. W. Howard Fort, Chairman, Board of Trustees of The University of Akron, spoke on University structure and governance. Participants appreciated the opportunities for continued interaction across colleges and disciplines afforded by these activities.

b. Analysis and Recommendations

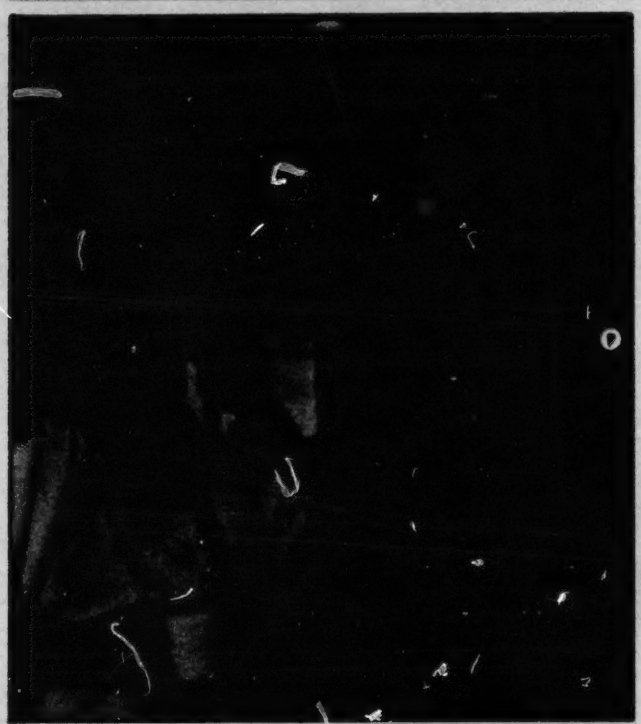
Although the purpose of the sub-committee of the Program Advisory Group--developing leadership selection criteria and identifying potential leadership on campus--was laudable, in practice it led to consequences that could have been detrimental to the program and to the University.

Identifying leadership potential from questions such as positions held, academic background, publications, etc. is at best a risky endeavor. Although the committee rated applicants as consistently as they could, this was a subjective process. Recognizing the difficulty of identifying real leadership potential, it appears to be better to randomly select participants (Project Staff). The completed applications, however, were very useful, particularly answers to questions that dealt with professional interests and goals, concerns for higher education and The University of Akron and expectations for the Kellogg program.

The heterogenous mix of the classes, vertical and horizontal, was well received by all the classes. A few anecdotal notes demonstrate this response.

> "A few departments had given me problems in the past, but after meeting people in these departments through the Kellogg program, it appeared to me that we were able to lay old stereotypes aside, bury hatchets, etc. and really work on the problems."..."The program has changed my attitude about administration in general and has made it possible for me to learn to communicate with and even become friends with the members of our faculty I had previously thought to be uncooperative and incapable of understanding my position."... "I now have a better perspective of the University and its diverse elements" (Attachment VIII - Class Participants' Comments Edited, p. 1, 2, 6).

Project Associates, in their first-year report suggested that "Since the Kellogg



Program began, there have been definite signs of improved communication between the various levels in the hierarchical structure of the University, between faculty members and administrators and between individuals." In the Final Evaluation Report (p. 37), Project Associates concluded that "Communication among participants of the program has increased over the time when they did not know one another." Getting to know people was the major benefit listed by the participants (Final Evaluation Report, p. 38). The design and training

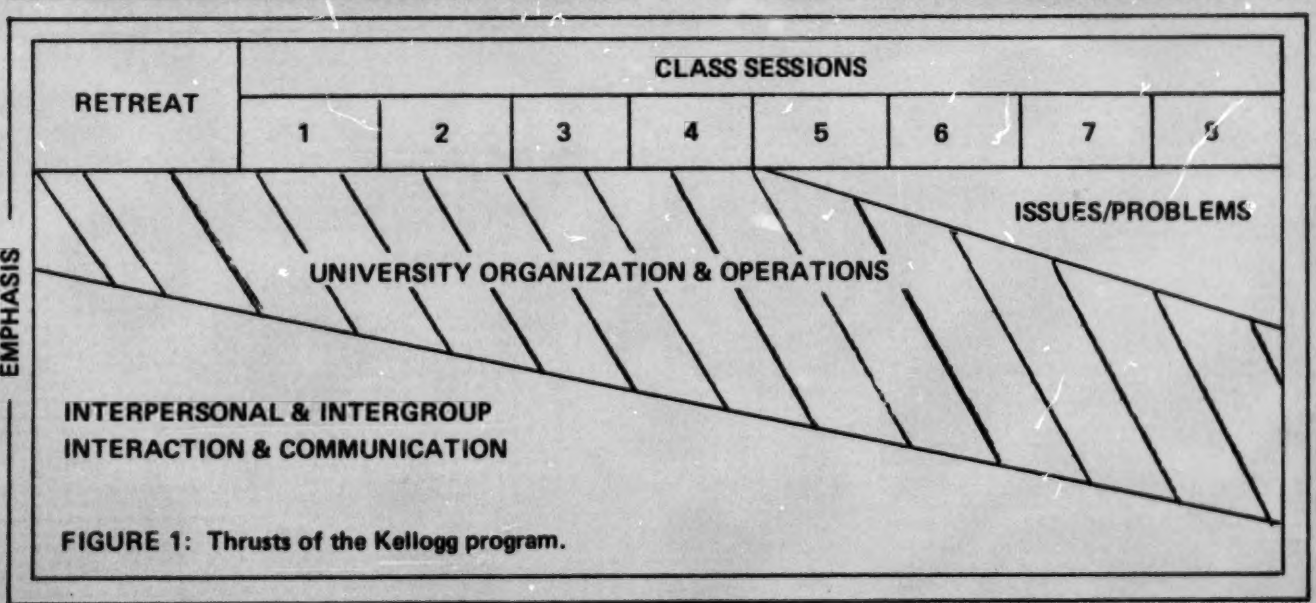


FIGURE 1: Thrusts of the Kellogg program.

consultant acknowledged an important ingredient in the design of the program when he observed:

> "The cross-sectional composition of the classes had some other advantages. First of all, it allowed that the trainers would be 'out of the context' of each participant's parochial concerns. This in turn permitted the content of the classes and the subject matter of the training activities to be directed at concerns of the total organization.--Secondly, the cross-sectional composition permitted a forum (in some participants' experience the only forum) wherein the different levels of the university could come into direct contact...the training activities focused attention on the differential perceptions such a cross section would, and did produce" (DeShon, 1977).

The relative emphasis of the three thrusts of the program: interpersonal and intergroup interaction and communication; university organization and operations; and issues and problems in higher education--distinguishes the Kellogg Program from other programs whose goals emphasize either individual skills or understanding of the organization. The assumption of the designers was that individuals not only need help in developing their skills but also need help in understanding the organization within which those skills are to be applied. This is essentially the issue of "transference of learning." Participants cited as a direct benefit "More knowledge about the current University structure, along with additional methods and models for effective University management and decision-making" or "Enabled me to better understand the behavior of individuals within the department and at committee meetings" (Attachment VIII - p. 3). Project Associates suggest that "The participants in the Kellogg program in general experienced increased personal development and knowledge of leadership and management issues" (Final Evaluation Report, p. 37).

The advantages of using an outside consultant in early portions of each class were:

> Provision of a "safe" non-threatening point of relationship until the class members had established the same relationship with the "inside trainers", thus accelerating the interpersonal and intergroup process;
>
> Helped to offset a heavy planning and instructional load on the Project Director (who also served as a trainer) by providing a source of experience and expertise;
>
> Minimized educational "in-breeding" by bringing different strengths, emphases, viewpoints and techniques into the Program.

On the other hand, using participants from earlier classes as co-trainers and facilitators for later classes was important in that it provided opportunity to reinforce skills as they were taught and served to develop a network of internal trainers. This occurred in the Library Mini-Kellogg where Kellogg participants shared the leadership responsibilities with the Project staff.

Because constructive feedback is an

important ingredient in improving leadership skills, the final class evaluation included two items evaluating trainers, facilitators and resource persons: (1) Indication of 2-3 things that were helpful and not helpful, and (2) rating on a scale of 1-5 the degree of effectiveness of the methods and procedures used by the trainers. The latter 20 items were adapted from IDEA, Center for Faculty Evaluation and Development in Higher Education, 1627 Anderson Ave., Box 3000, Manhatten, Kansas 66502. Evaluations were generally positive but included constructive criticism of the trainers. (Attachment IX - Final Evaluation Summaries: Classes I - IV.)

As indicated earlier, class evaluations were based on five instruments: (1) Retreats; (2) Group Growth; (3) Self-Appraisal; (4) Readings, and (5) Final Evaluation. Major conclusions and recommendations follow.

(1) Retreats: The majority of the participants rated highly the facilities and format of the Retreats. A significant value of the Retreats was the extended time for interaction in an off-campus, more relaxed atmosphere. As one participant wrote, "About 24 hours of Retreat provided the right minimum time for good mixing and a group spirit to evolve."

(2) Group Growth Evaluation. This instrument, administered at the beginning and end of the class sessions, was designed to measure changes in participants' perceptions about the group. The instrument dealt with four major areas: (1) Climate - an assessment of how people feel about each other in terms of closeness, cooperation, trust, satisfaction, etc. (10 statements); (2) Data flow - willingness to share information (2 statements); (3) Goal Information - group methods for achieving goals, recognition of personal as well as group goals, etc. (5 statements); and (4) Control - responsibility, manipulation, etc. (3 statements). Analysis (Attachment X - Group Growth Evaluation: Kellogg Classes I - IV) indicates that most of the changed perceptions of the group from Session 1 to Session 8 ocurred in the area of Climate, (with less change perceived in the areas of information sharing and problem solving). It is highly probable that the interaction over the nine weeks led to a sense of closeness, satisfaction and teamwork for a majority of the participants. With regard to climate, congruent effects were found in the Campus Survey (Attachment XI - Campus Survey Report, p. 4). A significant difference between Kellogg participants and non-participants was found on the variable "warmth" (Do University personnel perceive general good fellowship in their work group?). It is probable that class participants widened and deepened their contact on campus and thus perceived a greater sense of warmth among their colleagues. Project Associates report that "(Department Heads) noted that the participants were more friendly with people in other departments, had expanded their horizons, and evidenced increased commitment to the University" (Final Evaluation Report - p. 40).

Some participants felt that, on the whole, the readings were valuable and provided useful references. Others criticized the readings as being too lengthy; too "unreadable"; poorly organized; too "jargony"; too many; too dated.

One respondent suggested a "textbook" of key ideas and theories might be better than a large group of outside readings. Project Staff believe this to be an excellent suggestion and plan to develop a "concept" manual which would serve the purpose of: (1) providing material more explicitly related to the goals of the Kellogg program; (2) provide more concise explications of key concepts including as little "jargon" as possible; and (3) easier integration of the readings into the total program.

(5) Final Evaluation - Sessions 1 - 8:

This evaluation was useful in that it (a) helped to modify the content of subsequent classes; (b) provided information on what individual learning goals had been met; (c) identified areas in which participants felt they had experienced change; (d) identified real life situations in which participants used class learnings; and (e) provided information on the effectiveness of methods and procedures used by trainers and facilitators.

Attachment IV - Evaluation of Exercises indicates that activities relating to getting to know one another and the organization, role playing, decision making, and demonstrations of perception were most useful to participants. (See Johari Window - Personal; Johari Window - Organizational; Decision Styles--Roskin; Discontinuous Picture; Double Bind; Us and Them; and Perception). Generally, participants seemed to gain most from exercises that enhanced their understanding and skill in interpersonal interaction and from those exercises that were most closely related to real situations at the University (Project Staff).

More exercises need to be developed dealing with the latter two thrusts of the program, that is, university organization and issues in higher education, along with exercises more closely related to campus problems.

Individual Learning Goals: Questions III and IV of the Final Evaluation asked which personal learning goals the sessions met or failed to meet for Kellogg participants. Table 1 indicates the major categories of goals identified by the respondents and the frequency of responses. Although classes varied in terms of identifying personal goals met, the totals indicate that the categories of knowledge, skills and relationships had been met relatively equally.

Table 2 is a summary of the responses to the question, "Have these sessions caused you to change in any way? (e.g., goals, activities, new skills, new knowledge, etc.) If so, please give specific examples." Respondents appear to have experienced the least change in the area of knowledge, the category which was highest in goals not met (Table 1). One possible interpretation is that participants expected to gain more knowledge or information than they did but at the same time gained more in the areas of understanding of self and others; communication; and skills; the latter being the ability to apply new insights to everyday situations.

In response to the question "If you used any learning from these sessions in other situations, please specify some of them", participants identified the following situations. Numbers in parenthesis indicate the frequency of responses for each category. (N=62)

I. University
   a) Colleagues (13)
   b) Department/College Meetings (22)
   c) Committees (6)
   d) Classes/Students (17)

II. Family/Friends (10)

III. Civic/Church/Professional Groups (8)

There appears to be evidence that the Kellogg Class learnings could be and were applied to many different kinds of situations.

The response rates for the final evaluations for each class were: Class I - 83%; Class II - 56%; Class III - 61%; and Class IV - 55%.

Although, as we have indicated, improvements in some components of the classes (readings, exercises) are desirable, Project Staff and participants generally felt that the classes provided positive experiences.

Table 1 : Individual Learning Goals Met/Not Met - Classes

Goal Categories	Goals Met				
	Class I	Class II	Class III	Class IV	Total
(a) Knowledge (information; of self; understanding; cognitive learning, i.e. issues; Concepts, other Univ. depts., etc.)	7	10	7	5	=29
(b) Skills (techniques; communication; team skills; group dynamics; self-awareness, listening)	8	9	7	6	=30
(c) Relationship (getting to know others, sharing; greater sensitivity, etc.)	7	10	4	2	=23
(d) Application (transfer of learning)	-	-	-	-	= 0
	22	29	18	13	=82

Table 1 : Individual Learning Goals Met/Not Met - Classes

Goal Categories	Goals Not Met				
	Class I	Class II	Class III	Class IV	Total
(a) Knowledge (information; of self; understanding; cognitive learning, i.e. issues; Concepts, other Univ. depts., etc.)	1	5	6	4	=16
(b) Skills (techniques; communication; team skills; group dynamics; self-awareness, listening)	2	5	1	1	= 9
(c) Relationship (getting to know others, sharing; greater sensitivity, etc.)	1	-	2	1	= 4
(d) Application (transfer of learning)	2	-	1	1	= 4
	6	10	10	7	=33

Table 2 : Ways In Which Individuals Experienced Change

	Class I	Class II	Class III	Class IV	Total
1. Communication					
(a) better listener	7	3	7	1	18
(b) better verbal communication	1	-	1	3	5
(c) better written communication	1	-	-	-	1
Total	9	3	8	4	24
2. Self					
(a) self-confidence	4	2	2	3	11
(b) self-understanding or awareness	1	6	-	3	10
(c) self-evaluation	1	-	1	1	3
(d) more opennes	-	3	-	1	4
(e) greater commitment	-	1	1	-	2
(f) volunteering services of self	-	1	-	-	1
Total	6	13	4	8	31
3. Others					
(a) better evaluation	2	-	2	-	4
(b) tolerant of other viewpoints	2	1	1	2	6
(c) sensitivity to others	2	-	2	1	5
(d) understanding others better	2	1	1	4	8
(e) soliciting input from others	1	-	-	-	1
(f) less imposition of ideas on others	-	1	-	-	1
Total	9	3	6	7	25
4. Knowledge					
(a) reinforced previous knowledge	1	-	2	-	3
(b) acquired new knowledge	1	-	-	5	6
(c) more integrated view	1	1	2	-	4
(d) greater appreciation of U. goals	-	1	-	-	1
Total	3	2	4	5	14
5. Skills					
(a) interpersonal group dynamics	1	2	4	4	11
(b) management	1	-	1	1	3
(c) goals	1	-	-	1	2
(d) sharing	1	3	-	-	4
Total	4	5	5	6	20

task forces

"I intend to keep the Kellogg experience alive both through our Task Force and by volunteering my service in any way that might be useful."

Kellogg participant

task forces

a. Activities

An objective of the Kellogg Project was to increase the number of individuals within the University trained and involved in team leadership activities that would provide for more than a nominal involvement in the decision-making processes of the University. The Task Force phase of the Kellogg Program addressed itself to this issue.

As the class sessions provided experiences designed to develop and enhance team leadership skills, participants organized themselves into teams on the basis of interest and expertise to identify tasks they felt needed to be accomplished to move The University of Akron toward meeting the "Mission" and "Goals and Purposes" statements. Written recommendations were submitted to the President. Given approval of the recommendations, team members were appointed to Task Forces for follow through. As a result, members of each of the classes were appointed to Task Forces with the following foci:

(1) Class I--a) Better understanding of University mission and goals; b) Improving internal communication; c) Review of performance evaluation and reward systems; d) Establish greater interaction with the local community and northeastern Ohio.

(2) Class II--a) Feasibility of developing an active Faculty club; b) Greater exposure to service units at The University; c) Investigation of interdisciplinary activities; d) Integration of experiential learning into the University curricula structure.

(3) Class III--a) Extension of Kellogg Project; b) New approaches to life-long education; c) Enhancing intellectual climate at the University.

(4) Class IV--a) Formation of an exchange network with public and private high schools in the area; b) Use of retirees as resource persons; c) Investigation of risk management; d) Faculty improvement in the classroom; and e) Establishing a referral and support system for handicapped students.

In addition, two cross-class Task Forces were established: (1) Improving management skills of Deans and Department heads; and (2) Designing team leadership programs for students. Attachment XIII, Classification: Task Forces and Internships, groups Task Forces according to: (1) Urban Mission; (2) Teaching/Learning; (3) Community Relationships; (4) Communications; (5) Resource Development and (6) Accountability.

Task Force recommendations are to be coordinated through the Commission on Institutional Planning and Development.*

b. Analysis and Recommendations:

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* The Commission on Institutional Planning and Development, established in 1976, is representative of faculty, administration, students and the public. Its essential purpose is to recommend programs designed to keep the University abreast of internal and external requirements and to coordinate a total network of University activities designed to provide for the leadership and change needs of a complex organization.

Although the original intent was to ask participants to organize themselves into teams during a two-week period following the completion of the classes, Class I recommended that this step be integrated into the class sessions. This procedure was followed for all subsequent classes.

Because task force membership was determined on the basis of interests and expertise, considerable enthusiasm and commitment was generated for the tasks. Although not all Task Forces were equally diligent, some have completed their tasks and others have made significant progress. (Attachment XIII - Classification: Task Forces and Internships).

However, our experience to date indicates a number of issues concerning Task Forces that need to be resolved.

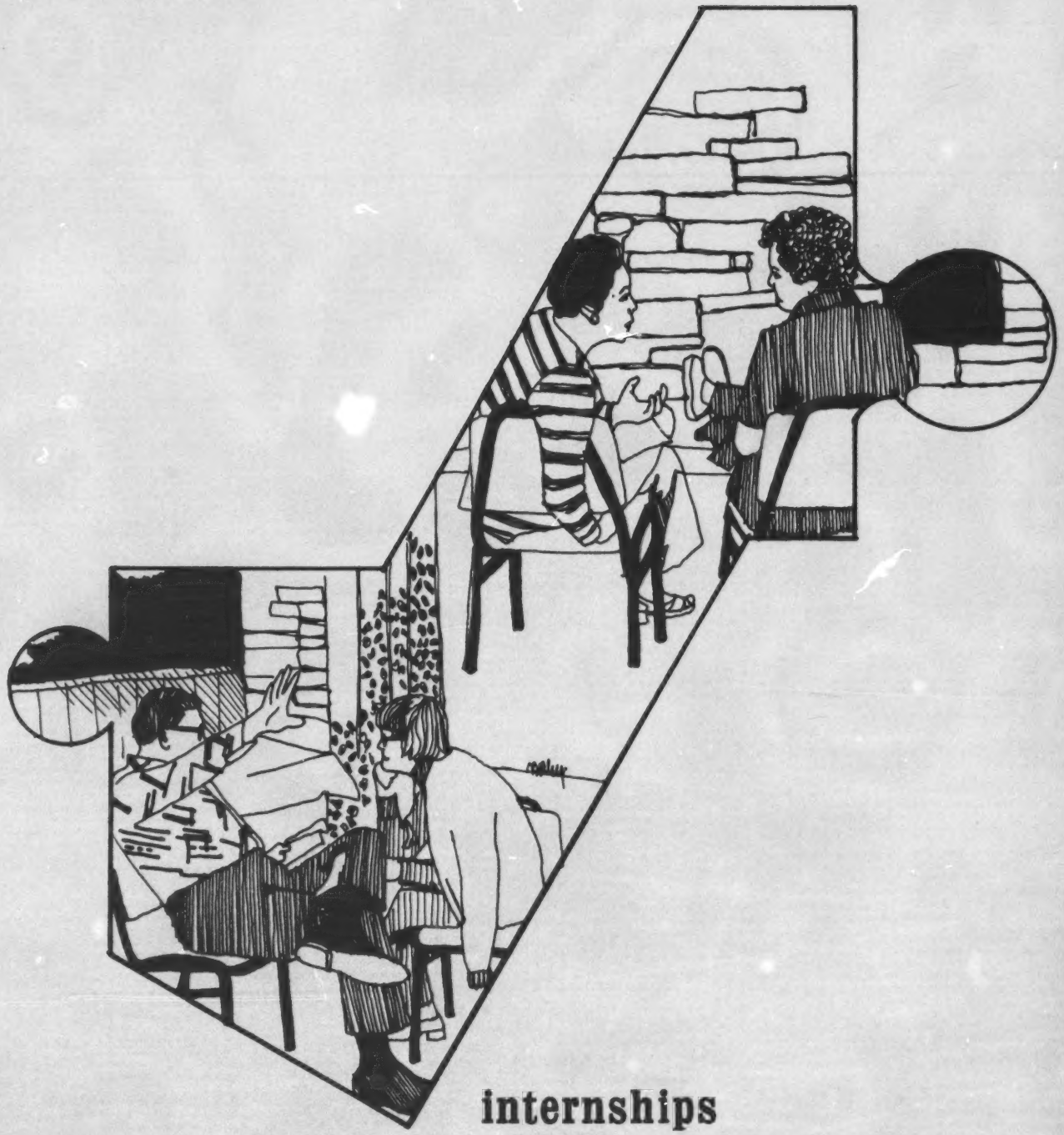
> The Task Force phase of the Kellogg Program, along with Internships (see following section), has provided a structure by which University personnel can be involved in projects of their choosing. This presents the danger of creating a "para-structure" standing in juxtaposition to the official organizational structure which also has concerns for many of the issues identified by the Task Forces. In recognition of this problem, the activities of the Task Forces, along with those of other groups in the network of change, are being integrated and coordinated by the Commission on Institutional Planning and Development. The Commission will not affect the existing structure but will be responsible for testing and screening new ideas and proposals, whether they come from formal structures or "para-structures."

> Considerable emphasis in the Kellogg program was placed on creativity and innovation. If creative and innovative approaches to problems are practiced by Kellogg participants, organizational stress and strain may be created by virtue of the organizational emphasis on staying within hierarchical channels and traditional problem solving methods. Closely related to this issue is the recurrent expression of doubt that the work of the Task Forces will really accomplish anything. It is of greatest importance, therefore, to use the work of the Task Forces within the organization and to communicate the result of their efforts to Task Force members.

Project Associates felt that "Task Force projects had not made substantial contributions to University functioning to date. The projects were seen by many as addressing unmanageable or unimportant problems in the University" (Final Evaluation Report, p. 37). Although there is no doubt that this is true in the perception of some university personnel, particularly non-participants, Project Staff feel that not only are the identified tasks manageable and important, but significant progress has been made on a number of issues. Recommendations, for instance, have been submitted to the President concerning processes by which experiential learning can be integrated into The University of Akron curricula structure for the granting of academic credit. The Task Force concerned with developing an active Faculty Club provided needed information and impetus leading to the acquisition of property for such a facility. Task Forces concerned with extending the Kellogg Program to students and the community,

and with developing closer relationships with secondary schools in Northeastern Ohio are already producing results and a number of Task Forces are in various stages of analyzing questionnaire results, preparing reports or awaiting the results of their recommendations.

As indicated above, there are potential problems with the Task Force aspect of the Kellogg program, but it is valuable in that it provided another channel by which interest, skills and expertise could be put to use to benefit both the organization and individuals.



internships

"The personal contact with University colleagues makes me further appreciate the complexity and range of circumstances and situations inherent in the modern university organization."

Kellogg participant

internships

a. Activities

An assumption of the Kellogg Program was that higher education is in need of more leaders who are generalists, that is, persons who have the basic skills of leadership and knowledge and information extending beyond their own individual discipline or area of expertise. Internships, therefore, were expected to demonstrate that successful performance in a variety of positions can help to develop a more generalist point of view and broader capabilities. In addition, internships were designed to:

Provide attention to specific problem areas involving team building needs supportive of the Mission and Goals of The University of Akron.

Contribute to cross-area understanding and cooperation.

Allow for the application of team leadership skills to issues relative to the Intern's growth interests, the needs of the departments/colleges involved, and the Mission and Goals of The University of Akron.

Provide a broader base of information and knowledge and of organizational realities within the University.

Provide in a limited number of cases, new or improved program relationships with the urban area.

Kellogg Interns are spending up to 50 percent of their time for a maximum of one year outside of their own department working on a task defined cooperatively by the intern, his or her department and the host department. Sub-internships, similar to internships but of shorter duration, were also offered, although no one availed themselves of this opportunity.

A sub-committee of the Program Advisory Group prepared guidelines and an application which was distributed to participants as they completed the classes (Attachment XIV - Internship Application). Three internships were awarded in April, 1977 and five in September 1977.

The following is a review of the focus of each Internship, along with the departments effected by the Internship: (1) Intern Kellogg Project Co-Director, assisting with planning and teaching classes along with other administrative duties (Testing and Counseling and Administration); (2) Identification, evaluation and coordination of management information data available to academic deans and department heads (Vice President for Academic Affairs and Provost and Department of Planning); (3) Encouraging planning and innovation in foreign language education and establishing cooperative programs with area schools (Department of Modern Languages and Educational Research and Development); (4) Exploring with academic deans the potential for greater growth in education for professionals (Continuing Education and Public Services and Department of Special Programs); (5) Investigating the feasibility of a post-baccalaureate professional degree for personnel from urban area organizations, institutions and agencies (Civil Engineering and Graduate School); (6) creating a council of organizations, institutions and agencies engaged in educational activities in the Akron area (Community and Technical College and Continuing Education and Public Services); (7) gaining experience

in the development function and relating it to the intern's area (Performing Arts Hall and University Relations and Development); (8) stimulating and coordinating off-campus teaching activities (Department of Developmental Programs and Evening College). These Internships have been classified under six major areas. (Attachment XIII - Classification: Task Forces and Internships).

Evaluation opportunities were provided for the Internship component. Project Associates conducted an Intern group interview (October, 1977) and a final evaluation conference with the Project Director is scheduled as each internship is completed.

b. Analysis and Recommendations.

Although it is too early to make judgments about Internships (only one has been completed), some assumptions can be made. Because Interns designed their own experiences, they will be closely tied to their growth needs. Since one of the criteria for internships was working outside their own area, interns are increasing their knowledge and understanding of the broader University and community. In one instance, an Intern made numerous personal contacts with community leaders, not only in the interest of creating a University-Community organization (Area Lifespan Education Network), but also in the interest of assessing needs for team leadership development among community leaders.

As indicated in the previous section, integrating and co-ordinating the work of the Interns is a problem. Their activities, as well as those of Task

Forces are being co-ordinated by the Project Director through the Commission on Institutional Planning and Development.

In some instances Interns found that the experience was not what they had anticipated, although learnings resulted from these situations as well as the expected ones. In other instances Interns, confronted with the task of facilitating changes in their own departments, faced the twin problems of acceptance and credibility. In one department, difficulties have arisen regarding a replacement for the Intern. Misunderstandings have occured with respect to financial arrangements. These experiences lead to the conclusion that since Internships impact many people, careful plans and excellent communication must characterize the effort.

Project Associates conclude that although Internships were seen as valuable to some, others (Administrative directors, department heads) thought that they duplicated regular university positions (Final Evaluation Report, p. 37, 38, 40). The Project Staff regards this as an expected reaction paralleling the difficulties of "para-structures" discussed earlier under Task Forces.

Given these varying perceptions of the value of Internships, it will be important to plan for a thorough evaluation when all Internships have been completed. Interns themselves have indicated a desire to meet as a group to share their experiences. Thus, the full effects of the Internships cannot yet be reported.

mini-kellogg programs

"Separate realities are not built in a day . nor are they altered in a day."

Kellogg participant

mini-kellogg programs

a. Activities

The Proposal for the Kellogg Program envisioned the possibility that participants might develop less extensive programs for their own departments or units, thus reinforcing the learnings of the program and promoting an organizational environment for ongoing leadership and growth. Very early in the program, after the completion of Class I, the development of these mini-programs took place, suggesting that the impact of the program was being felt. A brief description of each of these mini-programs follows.

(1) University Relations and Development: The Project Director assisted several participants in adapting portions of the Kellogg Program to a series of three one-day in-service training sessions for their division(approximately 20 persons). The first session dealt with "Perception and Communication"; the second with "Group Dynamics" and the third with "University Organization."

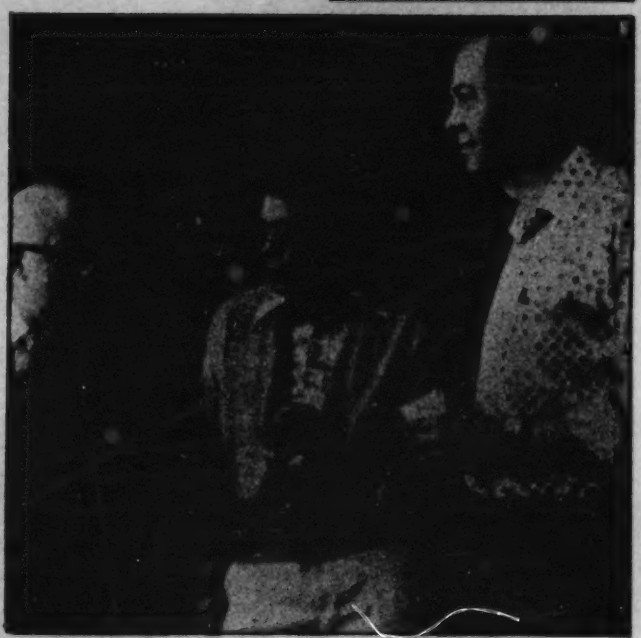
(2) Student Services: A series of in-service programs for Student Service personnel was developed and implemented in the Winter and Spring of 1977, using exercises from the Kellogg program and including Kellogg class members as planners and facilitators.

Objectives of these in-service programs were to improve communication skills, increase understandings of the various units within Student Services, and to upgrade the services offered by the division. Out of these sessions study groups have emerged to continue the communication building process. Approximately 50 persons have been involved.

(3) Coordinators, Division Chairmen and Dean's Office Staff, Community and Technical College: Twenty-two persons met for a day in which the Project Director and Kellogg program participants directed experiences in listening, perception and tactics for arriving at consensus. The learnings were then applied by the group to a specific problem within the work unit.

(4) University Nursery School: The Director of the Nursery School--a Kellogg participant--requested the Kellogg Research Associate to conduct a four-hour workshop for the faculty and staff of the Nursery School, presenting Kellogg material on listening, perception and communication. Twenty-eight persons attended the workshop.

(5) Retreat: Kellogg Team Leadership Advisory Group and Commission on Institutional Planning and Development: Responding to requests from members of the Advisory Group, a two-day Retreat (20 hours) was planned to provide a mini-experience for the members of the above groups. The program was designed to provide exposure to the three thrusts of the program, interpersonal and intergroup skills; leadership styles and organizational systems; and issues in higher education. (Attachment XV - Trainer's Outline, Commission and Kellogg Advisory Group Team Leadership Retreat.) Twenty-one persons attended this Retreat. The participants represented "key people" in the organization such as the President; Provost; Academic Deans; Student Services Dean; Assistants to the Deans and Directors; Vice President for Planning; Vice President for Finance; Registrar;



Director of Admissions; Department heads; Controller; member, Board of Trustees.

(6) Library Mini-Kellogg: Based on a letter to the Project Director from several concerned members of Bierce Library Staff expressing their desire that staff personnel be included in working toward the goals of the Kellogg program, a planning committee of Kellogg participants from the Library, interested staff and the Kellogg Program Staff designed a three day (27 hour) mini-Kellogg program based on goals and objectives identified by the library staff and faculty. The response necessitated planning two classes, the first at the end of the fall quarter 1977 (22 participants) and the second following winter quarter 1978 (24-28 participants). Following the format of the Kellogg program, each class represented a mix of faculty, staff and divisional representation. Leadership was provided by Kellogg Project staff and library faculty who had been Kellogg class members.

(7) Community Leaders' Workshop: A two-hour workshop designed to (1) present an overview of the Kellogg program and (2) demonstrate the concept of team leadership was conducted by Project Staff and a Kellogg Intern in February, 1978 for eleven leaders representing some of the major social agencies in the community. The group will use this information in making decisions about further team leadership development experiences.

(8) Speech Pathology and Audiology: Three faculty members from this department, who were Kellogg Participants, are planning a Mini-Kellogg Retreat for

their colleagues. This action has the full support and encouragement of the Department Head who was a member of the Project Advisory Group.

(9) Registrar's Office: The Registrar has specifically requested a Mini-Kellogg Program for his staff. This will be scheduled for early summer, 1978.

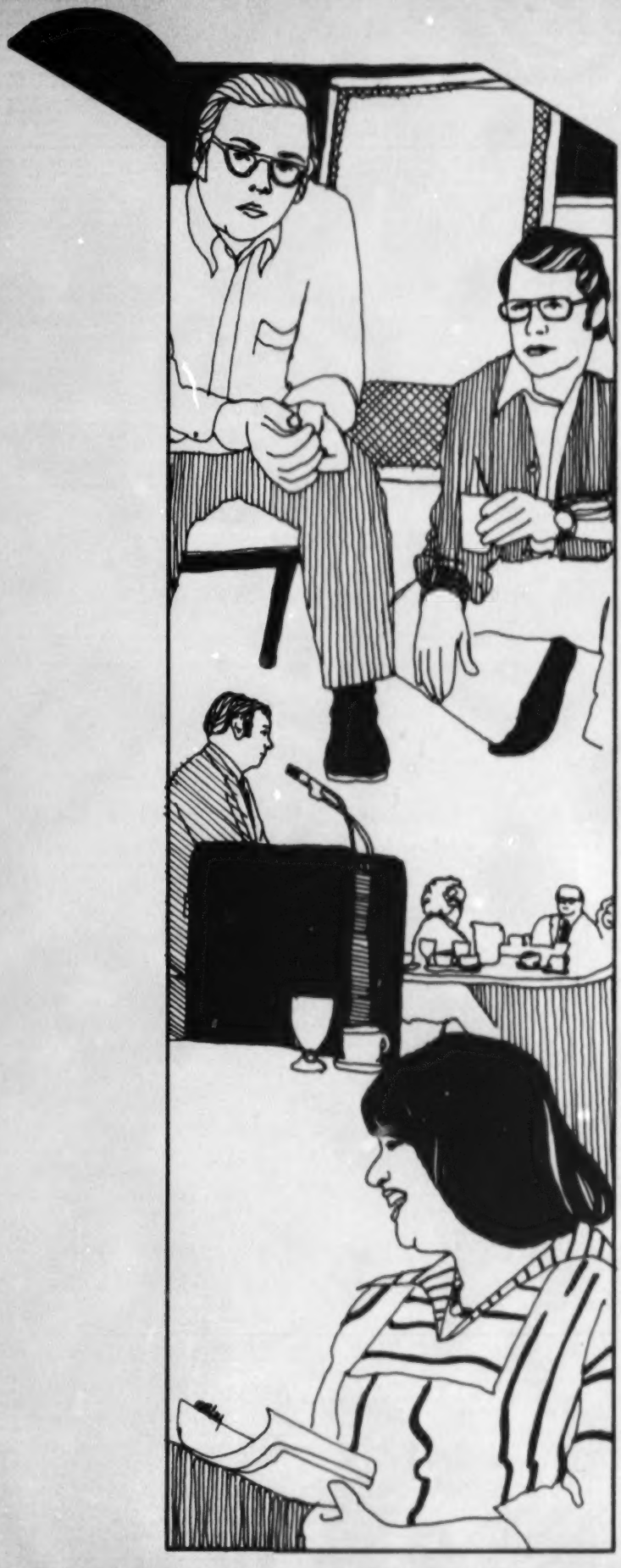
b. Analysis and Recommendations

Because the initiative for the Mini-Kellogg programs in each instance came from Kellogg "graduates" rather than Kellogg Project staff, it is reasonable to conclude that participants felt the program had merit for their own work groups. Furthermore, the Mini-Kelloggs provided an opportunity for participants to put their leadership skills into practice, for the most part very effectively, establishing the so-called "ripple" or "cascade" effect of leadership training. It is important to note that the "ownership" for each of these programs rested in the work unit, while Project personnel provided support services in planning and leading the sessions.

By design, the Kellogg program involved University personnel as individuals rather than members of work units (i.e., departments or administrative units) and based its program on a heterogeneous class mix, vertical and horizontal. Such a training model emphasized developing skills relating to differing levels and areas of the organization. These individuals were expected to become the "spearhead" for convincing their own organizational unit to consider various means of participating in problem identification and solving. The emergence of the Mini-Kellogg programs is evidence that this did happen, at least in part.

Project Associates point out, "The results, as expected, showed the non-participant respondents to be less willing to attribute change to the Kellogg program, though many recognized that there might have been some impact" (Final Evaluation Report p. 42). Furthermore, their conclusion that there has been a slightly increased capability to coordinate University activities and programs across departmental lines (p, 37) speaks to the impact of the Kellogg program on the organization, slight though it may be.

The differing composition of the Mini-Kellogg groups, from those heterogeneous in their University affiliation to those where all members had a common affiliation, had implications for team leadership materials which had been overlooked. Although the team leadership materials were designed for a cross sectional clientele, the concepts they deal with (listening, feedback, communication, group roles, decision-making, organization dynamics, etc.) are applicable to any kind of group. The materials should, however, be adapted and supplemented to meet specific needs of the work group not present in cross-sectional groups. These adjustments and additions are currently being made by Project Staff.



breakfast forums

"I now have a more informed perspective on higher education"
Kellogg participant

breakfast forums

a. Activities

An important goal of the Kellogg Program was the improvement of the total environment for leadership and change. In addition, a major thrust of the Kellogg classes was enabling participants to apply their skills and understandings to issues in higher education in general and to needs of The University of Akron in particular. The Breakfast Forums served to accomplish these goals.

Resource persons active in areas related to higher education were brought to the campus by the Kellogg Program, often in cooperation with other campus areas. These nationally recognized persons shared their perspectives of the challenges and problems in higher education with Kellogg class members and related groups. Frequently the guest speakers conducted workshops or seminars for other University personnel.

Breakfast Forum guests included: (1) Professor Mary Howard, Futurist, John Carroll University; (2) Dr. Kent Alm, Director, Resource Center for Planned Change, American Association of State Colleges and Universities, Washington, D.C.; (3) Dr. Philip Winstead, Director of University Planning, Furman University; (4) Mr. Eldon Park, Director, Institutional Research, Educational Testing Services; (5) Dr. Gordon Lippitt, Professor of Organizational Behavior, George Washington University; (6) Dr. Loretta Ford, Dean of Nursing, University of Rochester; (7) Dr. Dominic Guzzetta, President, The University of Akron; (8) Dr. Robert Silverman, Editor, Journal of Higher Education, and (9) Mr. Thomas Allsopp, Goodyear Executive Professor of Free Enterprise, Consultant in Residence, The University of Akron.

Each forum, scheduled for an hour and a half, included time for interaction, speaker's presentation and audience participation. Attendance ranged from 50-110.

b. Analysis and Recommendations

The Breakfast Forums, a popular part of the Kellogg Program, have provided for: (1) opportunity for continued interaction of class members along with interclass interaction; (2) opportunity to hear national figures in the field of higher education; (3) co-operative work across disciplines; and (4) opportunity for personal and professional growth.

The importance of these outcomes was underscored by Project Associates when they made the following recommendation in their report at the end of the first year of the project. "Structure interaction between various classes of the Kellogg program. Interaction among them will improve the chances of having a body of people who know each other and understand that they are working for the same objectives. It will also reduce the chances that the various groups would see themselves in competition with one another."

That the speakers at the Forums are having an impact on the organization is evidenced by a "mini-newsletter" from a study group on professional standards and development in Student Services. (This and several other study groups in Student Services were prompted in part by a Mini-Kellogg program.) The newsletter, written and edited by a Kellogg participant, gave a very thorough review of the presentation of one of the Breakfast Forum speakers, both at the forum and later at a workshop for student services personnel. (Attachment XVI - SSPSD: A Mini-Newsletter).

In Summary, it is clear that the Breakfast Forums are well received and should be continued.

evaluation

"Although we always hope for big breakthroughs and new programs with slam-bang effects, most progress comes as the result of cumulating many individual small gains."

John W. Tukey

evaluation

a. Activities

Two concurrent, cross-supportive types of evaluation of the Kellogg Program were conducted. The first, formative, consisted of assessing the effectiveness of each aspect of the program as it was conducted, thus enabling the trainers to modify and improve subsequent classes. For each class, the formative components evaluated the: (1) Retreat; (2) Group Growth; (3) Self-Appraisal; (4) Readings; and (5) Retreat and all classes. The results of these evaluations have been reported above in the section on classes. In addition, anecdotal notes were solicited from class members to provide data for: (1) places and ways in which participants used the Kellogg program learnings, and (2) participants perceptions of the goal(s) of the program and ways in which these goals were achieved. (Attachment VIII - Class Participants' Comments)

The second type of evaluation, summative, provided for outside experts in team leadership development and organizational change to give an external, objective view of the effectiveness and impact of the program. Dr. Gordon Lippitt, of Project Associates, Inc., Washington, D.C., Professor of Behaviorial Science in the School of Government and Business Administration at The George Washington University, and Miss Jeannie Aurelio, graduate teaching fellow at The George Washington University conducted this evaluation. In the course of three campus visits (September, 1976; May, 1977; October, 1977) 96 persons were interviewed representing class participants, non-participants, sponsoring groups and Project Staff. In addition, Project Associates administered a questionnaire to 90 deans, department heads and administrative directors. The response rate was 59 percent (Attachment XVII - Questionnaire for Deans, Department Heads and Administrative Directors.) During the final campus visit group interviews were conducted with: (1) non-participant academic deans (N=5); non-participant department heads (N=8); participant department heads (N=5); Kellogg interns (N=8); participant administrative directors (N=7); and non-participant administrative directors (N=7). Interviewees were selected on a random basis. Reports were submitted to the Project Director at the end of the first and second years. The Final Evaluation Report is included in this section under analysis and recommendations. Supporting data for the conclusions of Project Associates are appended as Attachment XVIII, Project Associates Final Evaluation Report, Book Two, Supporting Data. Wherever applicable this report draws on the material provided by Project Associates in its analysis of and recommendations for the Kellogg Program.

Another component in the effort to measure the impact of the Kellogg Program was the Campus Survey. This three-part questionnaire served as a data generator prior to the program (April, 1976) and after the program (September, 1977). The parts of the questionnaire were: (1) Motivation and Organizational Climate; (2) Leader Behavior Description (Ideal); and (3) Measure of Interdependence and Communication Between University Organizational Units. (Attachment XI - Campus Survey Report).

The survey of April 1976 yielded a return of 402 representing a 48.3 percent return. Responses were anonymous although each questionnaire was coded to allow for sorting, anonymity being insured

by lodging the Master Code Sheet in the University Archives with only the University Archivist having access to the code sheet. Consistent with University policies, the survey was approved by The Committee for the Protection of Humans in The Area of Research (2.26.76). Considerable suspicion, however, was raised because of the presence of the code number. Forty-three questionnaires (10.6%) were returned minus the code number, 70% of which (30) were from faculty rather than administration.

The survey of October 1977 yielded a return of 351 questionnaires representing a 39 percent return. Code numbers were used again to allow group comparisons. Nineteen questionnaires (5.7%) were returned minus the code number, 84% (16) of them being from faculty rather than administration.

Administration, data preparation and computer analysis of both surveys were done by Kellogg Project Staff.

b. Analysis and Recommendations

A number of issues are important for program evaluation, including:
(1) Formative and summative evaluation: The formative aspect of our evaluation efforts described earlier provided a diagnostic basis for revising, improving and adapting subsequent learning experiences. Feedback of this kind made it possible to shift emphases and directions for program improvement. This report contains many instances of such revisions. The aims of the summative evaluation, in contrast, were directed toward providing an overall appraisal of the program from a more objective, external viewpoint, dealing more explicitly with such issues as major outcomes of the program, impact

on the organization, assessment of goal achievement, identification of unintended consequences, and recommendations concerning continuation of the program. The work of Project Associates was directed toward these goals. Their final report is included in this section.

(2) Evaluation of effects vis-a-vis process: Effects emphasizes the extent to which the program achieved its original objectives. Section IV of this report addresses itself to that topic. Process suggests that the dynamics set in motion by the program are also of interest, sometimes producing unintended consequences which may or may not have a positive impact on the organization. Section IV speaks to the issue of unintended consequences.

(3) Short-term versus long-term evaluation: Whether an evaluation focuses on short- or long-term consequences influences both its method and results. No long-term evaluation was planned although there will be an excellent opportunity to do so when the evaluation component of the Renewal Proposal (See Future Plans), pending funding, is implemented.

(4) Small cumulative changes versus large improvements: Evaluation research literature emphasizes the importance of assessing progress in terms of many individual small gains. For example:

> In order not to lose a small but perhaps important effect that a program does have, even though it may not fulfill all its proponents' initial expectations, it is necessary that its effects be carefully evaluated using methods powerful enough to detect such small effects...Since small gains are the rule and since much of the advance we see in society accrues from collections of small gains rather than one mighty jump, it is vital to recognize, hold onto, and build upon those small gains we have! (Tukey, 1976:304).

The evaluation efforts of the Kellogg Program were focused mainly on the first issue, that is, formative and summative evaluation. More emphasis on the other issues would have increased the value of those efforts. Furthermore, evaluation should look not only at the results of a program but also at the quality with which it is administered. Project Staff would benefit from consultation on the possible impact of the total program or portions therof.

Project Associates note (Final Evaluation Report, p. 37) that evaluation efforts, internal and external, could have been better co-ordinated so as to lessen duplication. Project Staff concur. Our experience indicates that external evaluators need to be part of the Proposal design, which makes it possible for Project directors and evaluators to work together from the beginning in designing and implementing evaluation efforts.

So as not to unwittingly distort the report of Project Associates, Inc., the following nine pages present their Final Evaluation Report verbatim.

FINAL

EVALUATION REPORT

University of Akron
W.K. Kellogg Foundation Program for the
Development of Team Leadership
at an Urban University

I. INTRODUCTION

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1. Deans

2. Department Heads

3. Administrative Directors

Submitted by
Project Associates, Inc.
5065 Lamar Road
Washington, D.C. 20016

I. INTRODUCTION

The outside evaluation of the second year of the W.K. Kellogg Foundation Program for the Development of Team Leadership at the University of Akron had three separate phases. The first was individual interviews with program participants, non-participants, and members of the advisory group. The second phase was group interviews with participant and non-participant Deans, Department Heads, and Administrative Directors, and with the Kellogg Interns. The third phase was a written questionnaire distributed to all Deans, Department Chairmen, and Administrative Directors.

The second year evaluation presented here supersedes the findings of the first year. The first year report was preliminary in nature since fuller effects of the program had not been felt.

It should be noted that these three phases of the second year outside evaluation are separate from the evaluation conducted internally by the Kellogg Program Administrator and staff.

II. SUMMARY OF EXTERNAL EVALUATION RESULTS

While details of the results by phase of study will be reported separately in the following section, several general findings emerged from all phases. The full effects of the two-year program may not have been felt; these findings constitute effects to date and incorporate first year findings. Findings are cross-referenced to provide easy access to supporting data. Cross-references refer to Book 1 and Book 2.

1. The participants of the Kellogg Program (approximately 100) in general experienced increased personal development and knowledge of leadership and management issues (A1, plus "formative" evaluation results).

2. Communications among participants of the program has increased over the time when they did not know one another (A11).

3. There has been a slightly increased capability to coordinate University activities and programs across departmental lines (A1, B1, B2, B3, C).

4. Task Force projects have not made substantial contributions to University functioning to date. The projects were seen by many as addressing unmanageable or unimportant problems in the University (A2, B2).

5. Intern projects are seen by many as duplicative of regular University job assignments. The full effects of the projects cannot yet be reported (B3, B4).

6. The team leadership concepts taught in the workshops have not been fully implemented by the administrators of the University (B1, B4).

7. Evaluation efforts, internal and external, could have been better coordinated so as to lessen duplication. Support for this finding comes from discussion with Akron administrator and the unwillingness of some respondents to answer questions that they already had.

8. The most support for the Kellogg Program and the greatest number of reports on its impact on university functioning were found among participants and interns. Their findings were not duplicated by those who were not involved in the program (All).

III. THE SECOND YEAR OUTSIDE EVALUATION

A. Phase One: Individual Interviews

1. General Evaluation of Interviews with Kellogg Participants, Non-Participants, and Staff

Improved teamwork was more apparent to the members of the University at the department level. The effects of the Kellogg Program have yet to generalize in any discernible manner much beyond immediate organizational units.

Those people who work directly with the Kellogg Program, both presenters and researchers, who were interviewed are extremely committed to the Kellogg Program (Those people are hereafter referred to as "staff"). They are experienced in group processes and rated the series of workshops as successful, by comparison to others with which they have been involved. Both have reflected upon potential improvement to the program and have implemented such changes as were thought necessary.

The participants on the whole gained something other than what they had expected from the workshops. Only two joined the Program to get to know people, but such contact was the major benefit most of them listed.

2. General Evaluation of the Advisory Group Interviews

The Advisory Group members interviewed this year are considerably more knowledgeable than were those who were interviewed last year. One would expect that they would have more familiarity with the program at the end of it than they would at the beginning, but we feel that a better job of describing the program and the Advisory Group role should have been done initially. If a better job had been done in describing the program and in selecting willing members, their expertise could have been more effectively used.

In general, the advisory groups members were either not involved as much as they felt they ought to have been, or they were not interested in giving more of their time in any case. Their advice in planning was not sought and many thought that it should have been. The largest role they played was in the selection of participants and interns. Their role in other efforts was limited to receiving feedback about how the program was progressing. Their exclusion from participating in the program hindered their ability to advise.

The internships were seen as valuable to some. Others thought that

they duplicated regular university positions, and that foundation money should not be used to those ends. Two specific examples of duplicative positions were noted.

The Task Forces' projects were perceived as being not well conceived. Many of the assignments did not utilize the expertise that the members of the Task Force possessed, or were not consistent with the mission of the university.

The Advisory Group members did not witness many direct benefits of the entire Kellogg experience. Due to their role in the program, it would seem that they would have been more attuned to those benefits. The fact that they witnessed no more than other members of the University community that we interviewed leads the evaluators to think that there actually have not been many discernable changes that can be attributed to Kellogg. They did note changes in a few individuals, and the increase in communications among participants, but few benefits beyond those.

Note: The evaluation team also interviewed a person whose organizational position and expertise would have been of value to the Advisory Group, but who was not a member. That person was not involved at all in the program, except for receiving feedback about it. The evaluators feel that the chances for continuity of the Kellogg type of effort are reduced by the non-involvement of that person.

B. Phase Two: Group Interviews

1. General Evaluation of Dean Interviews

While all six of the Deans interviewed reported that they received at least adequate though not detailed description of the Kellogg Project at its inception, they varied greatly in the encouragement that they gave to their department members to attend. In general, they thought that the program was useful individually to those who did attend, but not useful for the college or division. Many were pleased at the increased knowledge and assumption of responsibility of individual attendees. Some concern was evidenced that attendees may have false expectations of promotion after the experience.

The Deans were not overwhelmingly in favor of continuing a similar type of experience. The feeling seemed to be that although the University is responsible to develop new leaders, the program does not have to be so formal. The selection of attendees was not always satisfactory to the Deans. Half mentioned that the Civil Service personnel should have been included.

Most of the Deans present attributed to the ideas taught in the Team Leadership Workshops the ineffective design of their yearly meeting. Though the design of the meeting was in no way connected with the Kellogg Program, the perception that it was

was prevalent. The implication here is that the meeting would not have been poorly designed if the concepts taught in the Kellogg program were followed -- a supposition that may or may not be true. In any event, it appears that some damage was done to the Kellogg image.

2. General Evaluation of Department Head Interviews

In the two department head groups, six were non-participants themselves, while three had been through the program. The comments of the non-participants tended to be more negative than the participants' remarks, though those too were often negative. In general, there is an attitude of skepticism about the value of the Kellogg Program. The skepticism is given body by their lack, in general, of seeing better functioning in their own departments. A major concern was the heavy load of teaching, and the fact that Kellogg took some of their instructors out of the classroom.

The Department Heads did note that the program seemed to benefit individuals. They expressed some concern that some of the participants may have false expectations of promotion. They noted that the participants were more friendly with people in other departments, had expanded their horizons, and evidenced increased commitment to the University.

Many of the Department Heads thought that the Task Forces had addressed insignificant or unmanageable problems. A task like improving communications -- one said -- is too "blue sky" to do anything about.

There was not much support for a continuation of a program like the Kellogg Project. They had some suggestions about restructuring it, but, in general, thought the value of it was too limited to commit University funds to.

3. General Evaluation of Administrative Director Interviews

n = 14

The fourteen Administrative Directors, both participants and non-participants (equally divided), evidenced a more positive attitude toward the Kellogg Program than the other two groups. They seem to feel the effects of cross-departmental communications more than the others. One noted that two departments were able to collaborate on a project solely due to the influence of the Kellogg Program.

The Administrative Directors were extremely concerned about the Intern Program that grew out of the Kellogg Project. Positive and negative comments were about equal. Important points that they made were; 1) Intern assignments duplicate regular university positions in some cases; 2) their current workloads often preclude giving up a person to the program;

or working with one who entered their department; 3) the competition for intern positions was incompatible with the teachings of the Kellogg Program.

The group supported the continuation of a Kellogg type program supported by the University. Most support was evidence for mini-Kelloggs run in various departments.

4. General Evaluation of the Intern Interviews

n = 7

The interviews with the Kellogg Interns afforded them their first opportunity to gather as a group. Consequently, much time was spent describing their projects to one another. The discussion thereafter focused on the negative aspects of their projects. Some of the interns (2) provided the evaluators with their ideas of the advantages in writing. These have beeen included in this section of the evaluation.

All the interns were pleased about being able to work on their projects in a formal program sanctioned by the University. They note that the program shows real University commitment to changing their mode of operation, and have hopes of imporving themselves professionally due to their participation.

They were able to pinpoint some weaknesses that have already emerged. Among them are, 1) the half-time that they are expected to spend in their home departments has turned into more for many of them; 2) there was a disagreement about the reimbursement issue with at least one department, though the details are not known; 3) everyone of the Intern assignments is under someone else's purview; and, 4) groundwork for the projects and the announcements of them should have been done more carefully.

C. Phase Three: Questionnaire Results

A written questionnaire concerning the systemic effects of the Kellogg Program was distributed to 90 Deans, Department Heads, and Administrative Directors. The response rate was 59%. Tabulations of the response may be seen in Book Two of this report. the results will be summarized here. The three groups will be divided into participants and non-participants in order to see if a difference between the groups emerges.

The questionnaire attempted to gather data on the extent to which the Deans, Department Heads and the Administrative Directors supported the Kellogg Program by sending their employees to the workshops. The rest of the questionnaire consisted of open-ended questions designed to elicit the range of reactions that the members of these groups had to the Kellogg Program. As such, and given the few respondents in each group, the results were not subjected to extensive statistical analysis. Trends will be noted about their relative support of the program, and the discernible effects that they have seen on their own department or the University as a whole.

Support of the Kellogg Program

Given the total numbers of participants noted by respondents, the Deans were permitted a greater percentage of their employees to attend than the other groups. The Deans counted 15% participation from their colleges, the Department Heads 9%, and the Administrative Directors 6%. It must be noted that many of these participants have been counted more than once, since they may be members of a department and a college. Though the Deans may have higher percentages, it does not follow that they were more encouraging of their employees to attend. Data from the rest of the questionnaire and the interview indicates that they were not overly supportive of their faculties to attend. Participant Deans reported an average of 10% attendees, and each of them had at least one attendee. Non-participant Deans averaged 16% attendees from their colleges, but ranged from 0% to 35%.

The twenty-eight Department Heads responding averaged 9% participants. The participants among the Department Heads (numbering four) averaged 28%, with the range being 12% to 28%. The twenty-four non-participant department heads did not appear to be very supportive of their employees attending, reporting an average of 5% with a 0% to 36% range.

Of the sixteen Administrative Directors responding to the questionnaire, 11 were themselves participants, indicating great support among those ranks for the Kellogg Program. They only reported a 6% participation rate among their own employees however. The range was 0% to 100%. The five non-participant Administrative Directors reported 7% average participation, greater by one percentage point than the participant Administrative Directors. Their range was 2% to 29%.

Systemic Change

The rest of the questions on the questionnaire were designed to determine if the Kellogg Program has had any impact on the way the University of Akron functions. Three specific areas were addressed. These were; 1) General changes attributed to Kellogg; 2) Effect on leadership role of respondent; and, 3) Impact on University and department problems. The results, as expected, showed the non-participant respondent to be less willing to attribute change to the Kellogg Program, though many recognized that there might have been some impact. That there appear to be more positive responses about the effects of the Kellogg Program is due to the greater number of non-participant respondents in the Dean and Department Head groups.

Deans

There were too few respondents in the Dean category to subdivide their responses. They will be reported in the aggregate, divided simply by participants and non-participants.

The participant Deans (2) found more openness and better communication at the University. Neither of them thought that

Kellogg had affected their own departmental problems. Both reported some increase in their leadership ability. Of the non-participants, three (of 7) reported positive changes attributed to Kellogg, with four attributing no changes. Only one person reported that his or her leaderhsip ability was helped. Two persons saw Kellogg as helping solve University/departmental problems.

Department Heads

In general, of the four of them, two saw some changes resulting from Kellogg and two saw none. One thought that his/her leadership role has been affected. Nineteen of the non-participants reported no affect on their leadership role, with five reporting some positive spin-off effect. Three of the Participant Department Heads cited Kellogg as helping to solve University problems, but only one as addressing departmental problems. Of the Non-participant Deans, 20 saw no changes arising from Kellogg, with four reporting some positive change. The leadership roles of 19 were not affected; five cited better communications or understanding. Three of the Non-participants noted that University problems were being affected, and one that departmental problems were being affected. Of the Non-participants, eight thought that University problems were affected -- one that they were made worse. Another interesting response was that the Kellogg Program had helped to avert unionization of the staff and faculty, a possibility of which the evaluators were unaware. Twenty-one non-participant Department Heads saw no ramifications of the Kellogg Program in helping them deal with departmental problems.

Administrative Directors

There were more participants among the Administrative Directors than among the other two groups. Eleven of sixteen had participated in one of the four Kellogg Workshops. In general, their responses tended to be the most positive of any group -- they were willing to attribute many good effects to the Kellogg Program.

Five participant Administrative Directors attributed no changes to Kellogg; the other six cited a broad range of positive effects. Only two of the five non-participants attributed positive change to Kellogg. All the participants except one noted positive effects on their own leadership roles. Three of the non-participants had experienced no effect on their leadership role. Four of the participants thought that Kellogg had not affected University problems; the others saw a range of problems affected. Seven of the participants could not see yet any changes in their departmental problems. In the non-participant group, only two thought that University problems were being alleviated through Kellogg, and the only response concerning departmental problems was that the Kellogg Program had caused more -- especially frustration.

INCORPORATION OF PARTIAL REPORT, CAMPUS SURVEYS

In general, the internal report on campus surveys corroborates a major finding of the evaluation of Project Associates, Inc. That finding is that the increased interaction among the members of the Kellogg classes has been valued by the participants. The Project Associates, Inc. study further found that the increased contact among departments was also valued by some University personnel who had not participated in the Kellogg program.

The survey findings which showed that Kellogg participants viewed the University as less open in dealing with conflict, and that they viewed themselves as less valuable members of the organization may perhaps be explained by the same effect as Argyris noted about T-group training: that people are better able to recognize deficiencies after learning more about the subject at hand.[1] Argyris does not construe this effect to be a negative one.

The suspicion about anonymity on the questionnaire evidenced by a few people, while not statistically significant, does correspond to small pockets of suspicion about the Kellogg Project in general among people interviewed by Project Associates, Inc. While the questionnaire suspicion might have been avoided by making the statement that the Master Code Sheet was being held in the University Archives, the general suspicion evidenced by some interviewees is harder to isolate or manage.

In summary, both the internal and the external evaluation found that some people responded positively to increased interaction; likewise both studies uncovered areas of suspicion directed toward the Kellogg program.

[1] Argyris, Chris. "Issues in Evaluating Laboratory Education," in Concepts and Controversy in Organizational Behavior, ed. by Walter Nord, Goodyear Publishing Company, Pacific Palisades, California: 1972, pp. 482-495.

Campus Survey

As indicated earlier, the Campus Survey raised considerable suspicion with regard to the code number on the questionnaires, in spite of the explanation of its presence and the safeguards surrounding it. This is not surprising considering the fact that questions concerning organizational climate touch sensitive personal and political nerves. The guarantees of anonymity and confidentiality have been scrupulously observed. Continued thought is being given to methods by which returns can be identified for purposes of group comparisons without activating fears of breaches of anonymity.

The report of the Campus Survey is attached (Attachment XI). In summary, on Motivation and Organizational climate significant differences between participants and non-participants were found on both the 1976 and 1977 surveys on RISK (Is the organization perceived as encouraging calculated risk taking or is playing it safe the better way to proceed?), with non-participants perceiving the organization as higher in risk-taking than participants. Three other variables indicated significant differences between participants and non-participants. They were: Warmth (Do University personnel perceive general good fellowship in their work group?); Conflict (Is the organization perceived as one in which problems are dealt with openly rather than smoothing them over or ignoring them?) and Identity (Is there a feeling of University personnel that they are valuable members of the organization?)

Although one cannot make any judgments about the Kellogg classes having a causal relationship to these variables, it is appropriate to speculate that class participants widened and deepened their contacts on campus and thus perceived a greater sense of warmth among their colleagues. Such a conclusion, borne out by other evidence, suggests that the increased contacts were a valuable outcome for class members. Project Associates concluded that getting to know people was the major benefit for the participants (Final Evaluation Report, p. 38).

Further speculation suggests that as participants gained a closer view of problem solving at the University through both classes, Task Forces, and Internships, they came to see the University as more guarded in their problem solving efforts.

More puzzling is the fact that non-participants apparently felt more valuable as members of the organization than participants did. One possible explanation is that the program was perceived as an avenue for positive feedback from the organization and since participation was voluntary, people who wanted that type of feedback participated in the program.

Under Leadership Behavior (respondents checked only their perceptions of an ideal leader) only the variable Tolerance of Uncertainty (Is able to tolerate uncertainty and postponement without anxiety or upset) indicated a significant difference between participants and non-participants on the post survey only. It is conceivable that the leadership materials presented to the classes emphasized that ideally leaders allow for ambiguity and are willing to allow the time required for group problem solving.

Regression analysis was performed with the data to determine whether participation in Kellogg classes significantly contributed to changes in the 21 scales from the pre to post surveys, controlling for age, sex, University level, years of service and college. No significant contribution was found.

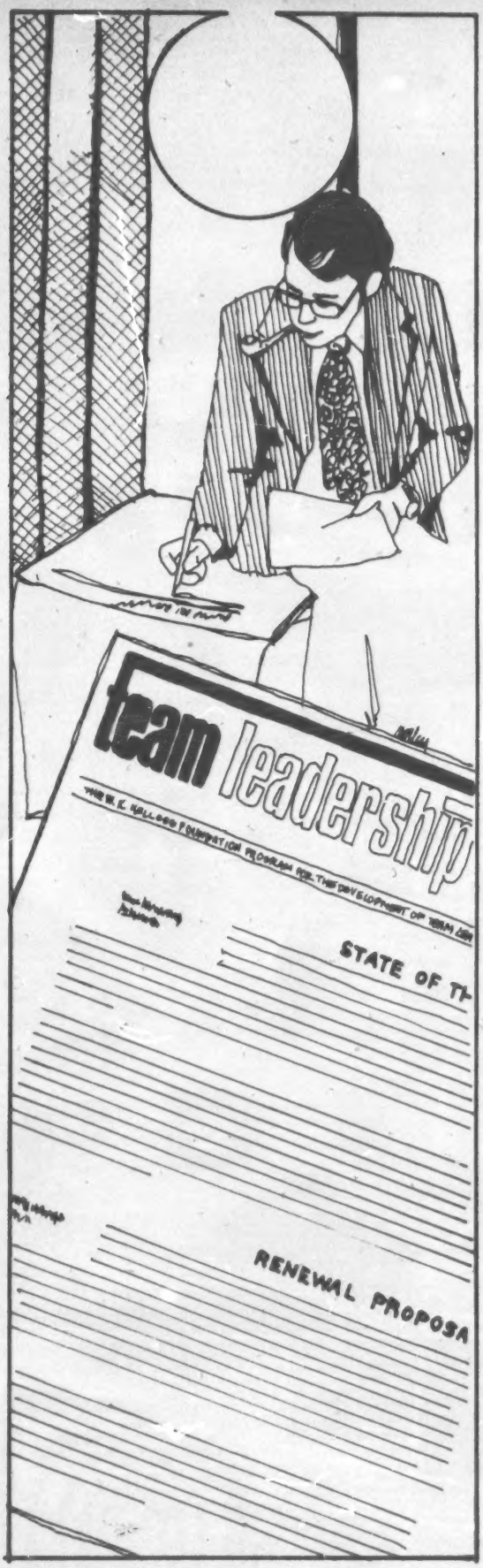
Using open-ended questions, the final section of the questionnaire sought to measure how much, if any, and what kind of inter-unit contact takes place at The University of Akron. University personnel appear to have little contact

with colleagues outside of their own units. The contact with colleagues within the unit seems to be more of the informal type (conversation, recreation, lunch, etc.) as opposed to formal (classes, presentations, listening to lecutres, etc.).

Respondents appear to be evenly divided in terms of being involved with colleagues in off-campus activities. Most of the off-campus activities are those in which university personnel staff workshops, seminars, classes, etc. for community groups.

The type of inter-unit contact suggested by respondents most often was developing more opportunities to interact across disciplines or functions (faculty/ administration). Others suggested a faculty center, larger bookstore to promote broader range of materials; symposia; more social contact; and less competition between groups.

There is little doubt that the Kellogg program, because of its heterogeneous class mix, served a valuable purpose in providing a broad cross section of contacts for the class members. As one respondent stated, "In 7.5 years I had more contact with faculty members outside my own unit through the Kellogg Team Leadership program than through any other."



dissemination

dissemination

a. Activities

Activities such as the Kellogg program frequently suffer from lack of widespread awareness, knowledge and acceptance within the organization and beyond the campus. Since the purposes of the Kellogg program were to accelerate involvement of faculty and staff in leadership activities and to develop and test a model for use by other campuses, it was important to keep the campus community and others in higher education as informed as possible about Kellogg activities.

To alert the campus community to the Kellogg Program, letters were sent by the President to the teaching and general faculty summarizing the program and inviting them to participate. A description of the program was prepared for those on and off campus who desired more information. Some 30-40 universities, associations or consortia requested such information. (Attachment XIX - Inquiries Regarding the Kellogg Program.)

News releases were prepared and distributed to the printed and electronic media, and to higher education associations. In addition, From the Hilltop, the University's Alumni Newspaper published two feature stories on the program. Eight issues of a newsletter developed for the program, were published and distributed to all faculty, administrators, and an off-campus mailing list.

Visits with the following organizations explored assistance and co-operation as well as on-going liaisons: American Association of Higher Education; NEXUS; American Council on Education; American Association of State Colleges and Universities; Council for the Advancement of Small Colleges; Association of Governing Boards; Academy for Educational Development; Project Associates, Inc.; Grinnell Associates, Inc.; Task Think workshops, Inc.; National Training Laboratories; University Associates. Cooperative relationships were established with Wichita State University, Wichita, Kansas, and Furman University, Greenville, South Carolina, where projects sponsored by the W.K. Kellogg Foundation are also underway.

Exchange visits with Wichita State University took place on April 19-20, 1976 and November 28-29, 1976. Although the focus of the Wichita Kellogg project differed from that of The University of Akron, much valuable information and experience was shared.

Although the objectives are different, the Kellogg programs at Furman University and The University of Akron had in common the bringing together of campus teams for shared goals. In view of the promise of complimentarity, two Furman representatives visited the Akron campus in March, 1977. In May, 1977, the Kellogg Project Director presented a Mini-Kellogg program to a group of 21 Furman faculty and administrators.

Other off-campus activities include the presentation of "Perception" and "Understanding" portions of the Kellogg curriculum by the Project Director at a Workshop for Secondary School Principals, Directors and Superintendents in September, 1976. Two of the trainers presented the communication portion (abridged) of the Kellogg Program at the regional meeting of the Council for the Advancement of Support of Education in Chicago, December 13-15, 1976. The

sessions were well-received.

Participants and project personnel were encouraged to prepare papers, articles, and reports concerning the program, techniques and results to be presented whenever possible at local and national professional meetings and published in journals and professional magazines. To date, the following papers have been prepared or are in the preparation stage: (1) Eugene Maio and Foster Buchtel: "The Importance of Team Leadership Development to the Urban University's Mission", National Invitational Conference "Toward the Urban University", May 9-10, 1977. Northeastern Illinois University, Chicago, Illinois; (2) Foster Buchtel and D.J. Guzzetta: "The W.K. Kellogg Foundation Program for the Development of Team Leadership at The University of Akron", American Institute of Decision Sciences, October 19, 1977, Chicago, Illinois; (3) David DeShon: "The W.K. Kellogg Foundation Program at The University of Akron: If We Had It To Do Over--Hindsight and Foresight", American Institute of Decision Sciences, October, 19, 1977, Chicago, Illinois; and (4) Velma Pomrenke: "In the Wake of a Flagship: Some Problems to Consider", Ohio Academy of Sciences, April 22, 1978, Wright State University, Dayton, Ohio. An article for the Journal of Higher Education is currently being prepared.

b. Analysis and Recommendations

Although Project Associates note that all six of the Deans interviewed reported they received at least adequate, though not detailed information about the Kellogg Program at its inception (Final Evaluation Report, p. 39), perhaps the purpose of the program could have been publicized more clearly to avert false

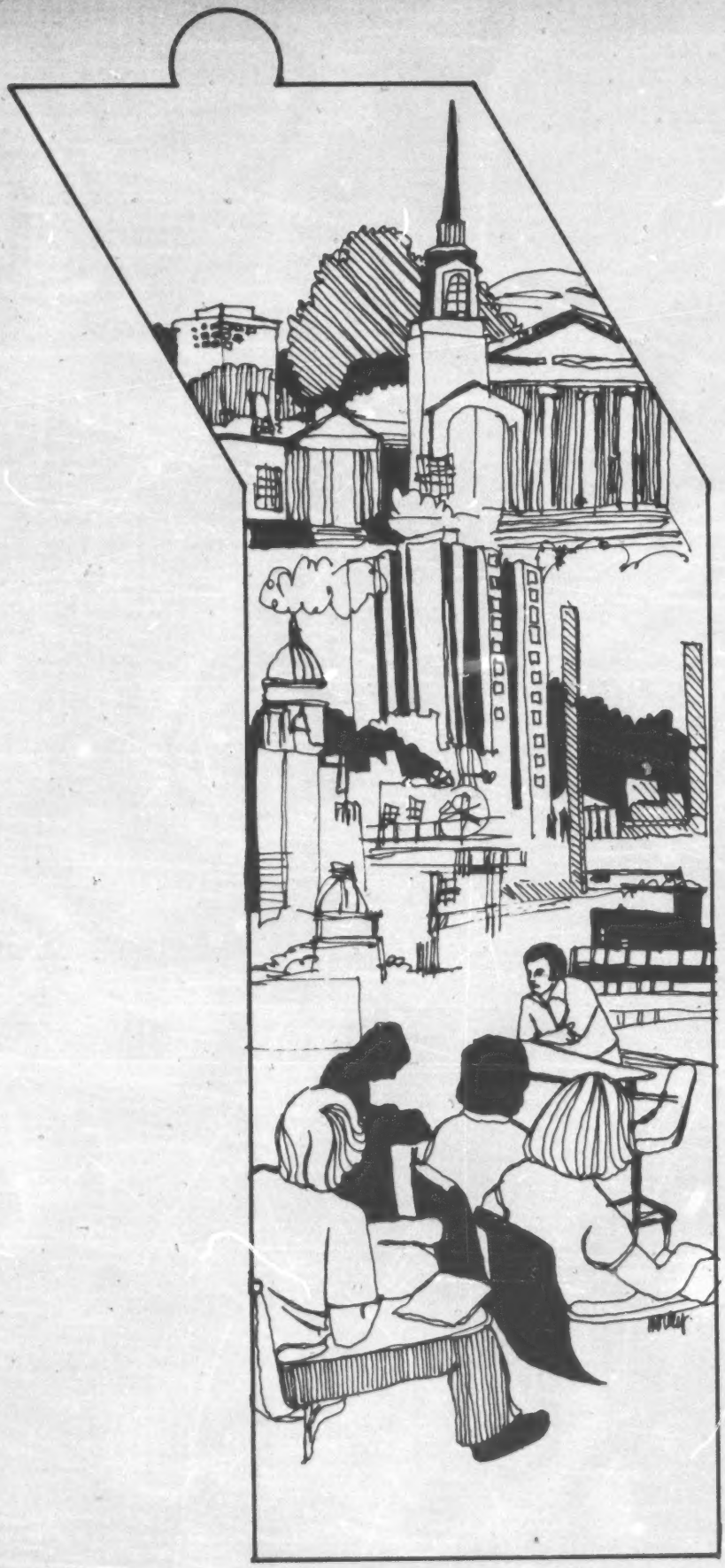
expectations such as: the program would lead to promotions; it was a tool of administration; etc.

The Newsletter served to keep the campus community and others in higher education aware of the activities of the program and served as a vehicle for increasing the visibility of the participants. Care needs to be taken, however, to avoid the appearance of creating and supporting an elite group of participants vis-a-vis non-participants.

Opportunities to present papers serves not only to disseminate knowledge of the program, but serves also as an opportunity to critically review the program, assessing its strengths and weaknesses.

Another important aspect of dissemination sometimes forgotten is the "word of mouth" publicity of the participants. From the evaluations and through conversation it was evident that participants were talking about and using the Kellogg program in other situations such as the classroom or community groups. Frequently participants referred graduate students to Project Staff to learn more about the program.

Although dissemination is sometimes neglected for lack of time, we strongly recommend taking advantage of all opportunities to circulate knowledge and understanding of programs of this nature, both internally and externally.



future plans

". . .the Commission on Institutional Planning and Development will serve as an umbrella or output center. . .a testing ground for planning ideas and proposals."

President Guzzetta

future plans

a. Activities/Analysis/Recommendations

One of the objectives of the Program was to establish the leadership development program as a continuing activity; therefore, the Kellogg program was never seen as a terminal project. As early as the Status Report (July 14, 1976) we read:

> Recognizing that the major difficulty in achieving success with this program will be the transference of learning and skills to the ongoing activities of the University, the Program Chairman and Project Director will, in cooperation with the Program Advisory Group, devote considerable attention to this area. A positive step in this regard has been the establishment of a Presidentially-appointed, permanent Commission for Institutional Planning and Development. This Commission will co-ordinate and provide continuity for University activities--such as the Kellogg Program--aimed at improving our response to future programs and needs, and to assure the transference of the results of these programs into University operations.

Kellogg participants are involved in organizational matters through Task Forces and Internships, and interact with one another through Breakfast Forums which are continuing beyond the initial grant period. New people are being involved through more Mini-Kellogg programs.

The initial two-year program is recognized as a strong beginning, but just a beginning. Concern for extending the program to two other vital constituents of an urban university, students and community, resulted in a proposal--Development of a Model Network of University/Community Team Leadership--being submitted to the Kellogg Foundation even before the end of the present grant period. Because funded projects, if judged valuable, should eventually become a part of normal University operations, the proposal calls for the team leadership program becoming an integral, budget component of the University by the end of the two-year proposed extension of the Kellogg project. The final sentence of the proposal sums up this intention: "Thus, a permanent base will be established for acceptance and understanding of and dealing with change on the urban campus, in management by talent, in community involvement, and for other colleges and universities across the nation."

Indicators that this is happening include: The establishment of a full-time position for the last half of the current fiscal year so as to devote more attention to the maintenance of our team leadership activities; the continued commitment (beyond the grant period) to Mini-Kelloggs; the plan underway to prepare a text, trainer's manual and compendium of exercises to facilitate the use of the Kellogg team leadership model by others; a meeting of Kellogg Project Directors from the University of Akron, Furman University and Wichita State University to explore the feasibility of a national conference to share the synthesis of the three programs; discussions with the American Association of State Colleges and Universities concerning the inclusion of discussions of both the Wichita and the Akron Kellogg Program in their 1978 Annual Meeting; and the proposal submitted to the Kellogg Foundation to extend the program to the students and the community.

To reiterate, a strength of the Kellogg Program was its basic assumption that the urban scene is changing and will continue to change, thus requiring the continual development of interpersonal and intergroup interactions skills and understanding of the dynamics of organizations so as to maintain consistent educational leadership in the face of continuous change.

GOALS AND OBJECTIVES:

ANALYSES AND RECOMMENDATIONS

There are at least two ways to look at the validity of measuring a program against its stated goals and objectives. For example, on the one hand Rossi states, "...any program which does not have clearly specified goals cannot be evaluated without some measurable goals." (1972:18). On the other hand, Deutscher suggests that we should avoid the trap of assessing a program solely by its goals. That is, outcomes not stated in the goals may be occurring, and sometimes they are as valuable as the stated goals and should be identified (1976). Since there is merit in both emphases, it is our intent to try to assess intended and unintended outcomes of the program.

The goals and objectives of the program can be found on the Overview Chart. Before dealing with them individually it is important to note that the goals and objectives emerged from and are congruent with two organizational statements - "The Urban Mission of the University of Akron" and "Goals and Purposes of The University of Akron." For example, Goal II (Attachment I, p. 2) states that "The University will continue to develop its faculty resources emphasizing improvement in teaching and professional growth...providing opportunities to increase leadership within academic discipline..." The goals of the Kellogg program, such as furthering individual development as leaders, improving leadership capabilities of those already in key positions, or improving the leadership continuity needs of The University of Akron, provided an excellent "fit" for the organizational goals.

Progress toward Kellogg program goals and objectives can be identified as follows:

Goal 1: 107 persons have been involved in the four classes; approximately 20 in the Resource Groups; and approximately 200 in Mini-Kellogg programs, making a total of some 327 University personnel who have participated in some phase of the Kellogg program. The ages of the participants range from 25 to 60.

Goal 3: Since participants consistently stated that interaction with others was a highly valued benefit, it is reasonable to infer higher morale among them. Names of participants appearing in the Kellogg Newsletter gave them greater visibility on campus.

Goal 5: Information from participant evaluations and reaction to the Breakfast Forums suggest that individuals did improve their knowledge of leadership theory and issues in higher education.

Goal 9: Papers have been developed describing and evaluating the Kellogg program approach to leadership development at an urban university. However, in only one instance did a Kellogg participant collaborate in a paper. All other papers were written by Project Staff.

Goal 10: As indicated under Future Plans, leadership development is seen as a continuing activity (more Mini-Kellogg programs; continuing Breakfast Forums; Renewal Proposal; the goal of "institutionalizing" the program).

Regarding the remaining goals and objectives (2, 4, 6, 7, and 8), although opportunities to achieve were provided, these objectives are essentially unmeasureable as stated.

Efforts should be made to restate

objectives in a way such that measurable criteria can be applied, developed jointly by Project Staff and external evaluators so as to provide common understanding of the intent of the programs and the means by which this intent is to be measured. Furthermore, in many instances it is too early to make a final judgment about the extent to which objectives were achieved. As stated earlier no long-term evaluation of the program took place. It is our feeling that this should have been planned for.

Along with goals and objectives being achieved to some degree, other unintentional events may have occurred. Although wider contact with University personnel was an implicit goal of the program, it became, as Project Associates indicate, a major benefit for the participants (Final Evaluation, p. 38). As more people were exposed to the wider network of University personnel and became aware of other people's objectives, problems, viewpoints, etc., it is reasonable to conclude that organizational functioning improved at least to some degree. In support of this view, Project Associates concluded that there had been a slightly increased capability to coordinate University activities and programs across departmental lines (Final Evaluation, p. 37).

An unintended cpnsequence of the Kellogg program may have been the possible emergence of a new Us-Them dichotomy based on participants vis-a-vis non-participants. However, we have no evidence that this has happened yet. As more and more people become involved in the program and/or more aware of its goals and objectives, the possibility of creating a group that might be seen as elite or threatening will be lessened.

Both Project Associates and Project Staff became aware of the issue of expectations. The interviews revealed concerns that participants might have false expectations for promotion following the program (Final Evaluation p. 39, 40). One non-participant apparently had equated the Kellogg Program with an "encounter" group (Attachment XVIII, p.1). Participants perceived non-participants as: "Some people are afraid of experiences like this"; "Fear of the program"; "Those who were uncertain about the program" or "Those who didn't trust the administration" (Attachment XVIII, p. 2). Although it is optimistic to believe that false expectations of programs can be totally avoided, it is important to communicate as clearly as possible the goals, activities, potentials and limitations of programs of this nature. More of this could have been done at the "start-up" phase of the program, particularly for key groups of University personnel such as deans, department heads or University Council. As reported under Dissemination, continuing communication with the campus community was very important.

Although participants' responses to the program were generally enthusiastic (Final Evaluation, p. 38), it is important to be aware of the self-selection factor. It is reasonable to assume that participants brought with them positive feelings about programs of this nature. This does not negate the value of the program for the participants or the organization. It does suggest, however, that research be done to identify the factors that motivate persons to volunteer for programs of this nature. A doctoral dissertation on this research question is currently in progress. Given significant findings, organizations would be able to use the contributions of self-selectors more skillfully and develop more effective strategies designed to encourage non-participants, particularly "key" organizational people, to become involved in programs of this nature.

"If you insist on certainty, you will paralyze yourself."
Attributed to J. Paul Getty

EPILOGUE:

56 HINDSIGHT, INSIGHT AND FORESIGHT

We are caught up in a dilemma of several dimensions. On the one hand we want to know now if the program has been effective. Now -- less than 24 months after the first group of participants finished their class work and started their Task Forces and seven of the eight Interns are still involved in their tasks; when Mini-Kelloggs are still underway; and when it is too early, according to the experts, to assess the impact on the organization of a program of this nature. All signs tell us that it is too early to assess. And yet we must have a reading. What happens if we wait one or two more years -- time for the concepts to take root and grow and become part of the University's movement? Then we would say there are too many intervening variables to determine what effect --if any--the program may have had on the University. And, if there were no intervening variables, or if we could control conditions for them, how could we be sure we could measure change with any accuracy and assign it degrees of value? Our dilemma becomes a Catch-22. We must assess the impact so as to determine if and how we should continue. But if we assess the impact, we cannot be certain enough of the reliability of the assessment to allow us to make an objective judgment concerning if and how we should continue. It is here that we can take the advice implicit in our opening quote, and not paralyze ourselves. The other sections of this report, along with Volume II, provide a comprehensive--almost burdensome--chronology of what has happened, our reactions and analyses, and --where available and appropriate--preliminary evaluative data. Now we would like to move back a little and, after placing the program in its total perspective, share some thoughts with you about what we think was right and what we would have changed.

Although we knew that a full catalogue of means existed to help an organization prepare for and deal with change, we also knew that few colleges and universities were employing these means. And the few that were, generally experienced limited and short-range success. The reasons were several:

1. Most campus programs dealing with change limited themselves to only one area: interpersonal, group, organizational, or mission/task. Thus, they took the narrower, limiting view of problem solving, rather than the broader view of systems improvement.
2. Most published techniques were not cast in terms of university organization. Therefore they did not address themselves directly to the distinctive organizational problems/needs of colleges and universities.
3. The techniques used dealt primarily with "lower-order" change (Berquist and Phillips, 1977). That is, the resulting efforts might alter the outcome, but they would not alter the system. In fact, in most cases, they reinforced the system that created the problem in the first place! We believed (and we were not the first to believe) that lower-order change efforts must be coordinated with a total systems approach to change, if the university is to succeed in its efforts.

In response to our perception of the difficulties and shortcomings of other campus programs, we included the following in our design and strategy.

First, we developed the team leadership program across three major dimensions of understanding: interpersonal, intergroup and intragroup; university organizations; and issues in higher education and their applicability to our own University. Thus we attempted to move from individual awareness through group understanding (including the interaction of the individual and the group) into a fuller sense of the total organization, its dynamics and the interrelationships of individual, groups and organization. From here, we moved on to the national scene as it affected higher education in general and our own university and its mission in particular. In brief, we tried to develop a transcending awareness of individual, group, organization and national scene. The melding of these three thrusts into one program made this particular program unique to the best of our knowledge. This helped us maintain the broader view of systems improvement. Problem solving within this systems perspective was an important spin-off that came later in the program.

Second, we re-cast the appropriate and known techniques for team leadership training into the University context, and developed new exercises in this context where none were known to exist. This allowed us to deal with the distinctive elements and needs of an urban university, many of which were closely allied to issues and problems on our own campus.

Third, recognizing that our program by itself was a lower-order change effort, we developed it as an essential and integral part of a total network of change which was being developed simultaneously. This provided the potential for changing over time both outcomes and processes. (In addition to the Kellogg "graduates", Internships and Task Forces, elements of the network of change include a coordinating group--The Commission on Institutional Planning and Development, a proposed Center for the Study of the Future, the Educational Research and Development Center, and the Office of Institutional Research.)

Coming from still another direction, we can get an additional perspective on our program to help set the stage for a few constructive reflections. Typically, programs of the type we are reporting on assume that, once participants have learned new concepts and have made these new concepts a part of their way of thinking, they will naturally carry these concepts into practice and build on them. Unfortunately, this is not a valid assumption. For example, Argyris reports that:

> "...people design and solve problems differently if they know they will end their learning with understanding than if they know that they will be asked to use their understanding to make events come about."
> (Argyris, 1976:xi-xii)

Argyris's research legitimizes our own experience and observations. Thus, we had built into the Kellogg Team Leadership Program expectations of application of concepts learned. Some examples:

1. The total program was geared to the two statements, "The Urban Mission of The University of Akron" and "Goals and Purposes of The University of Akron". The participants were reminded of this from the first day of the retreat, through the last day of the classes.

2. Participants gathered "specimen cards" between class sessions, and shared them with each other. These cards were notes taken during their non-class hours, citing actual examples of the concepts they were dealing with in class.

3. Throughout the eight class sessions, time was provided for the participants to identify the applicable concepts and actions they would use to deal with the issues through serving on a Task Force once they finished the class sessions.

4. Participants were encouraged to develop Internship proposals to provide them with a fuller opportunity to apply their learning to university needs.

So much for the perspective, the setting, our assumptions and our expectations. Within this perspective, what happened? What would we change? What would we keep the same? A few comments in this regard may be helpful to those of you who are considering adapting this model to your own needs.

Our first reflection concerns our approach to moving the program to the level of higher-order change. The major change we would make here would be one of timing. Rather than establishing the Kellogg Team Leadership Program first, and then identifying the balance of the network, we would start with the Commission on Institutional Planning and Development. This body--or a subcommittee--would also have served as the Program Advisory Group. From here, the Team Leadership Program would follow essentially the same design with the following exceptions:

1. Members of the Commission on Institutional Planning and Development plus representatives of the Commission's primary resource areas would constitute the first of five classes. The remaining four classes would follow the participant distribution procedure that was used in the original program.

and

2. The issues dealt with by the Kellogg Task Forces and Internships would be developed in close cooperation with the Commission. They would, in fact, be Commission Task Forces and Internships.

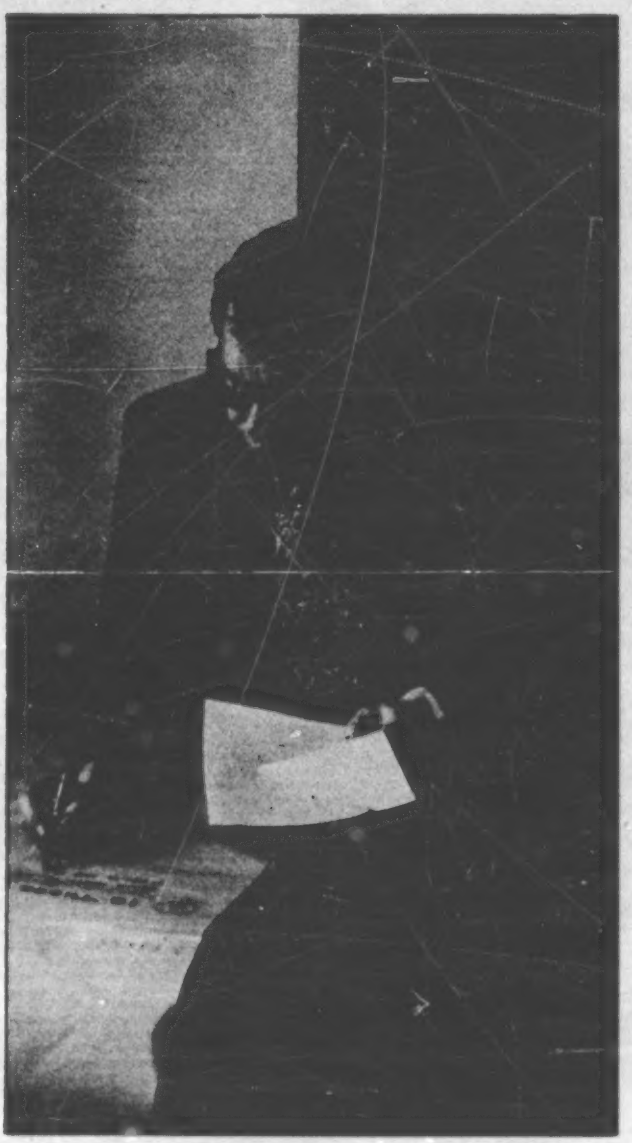
However, even without the wisdom of hindsight we are able to slowly move the Team Leadership Program into the above relationship. Further, the Commission membership, as well as the membership of its special study groups, included a good representation of Kellogg participants.

Our second reflection relates to the efficacy of building into the program expectations of application of concepts learned. Although, as reported above, the program was designed to achieve this expectation, we were not as successful as we might have been. The heavy commitment of time and energy to the design, conduct and evaluation of the Retreat and Class phase for the program, as contrasted with the autonomy-approaching-laissez faire approach to monitoring task forces and internships belied our exclamations of equal emphasis. Again, using the wisdom of hindsight we would take the attitude and action that the primary thrusts of the program were the activities of the Task Forces and the Internships. All other activities (e.g., Retreats and Classes) would be preparation for and supportive of these primary thrusts. The relationships with the Commission described above would reinforce this attitude. Additional reinforcement would be provided through the allocation of time, energy and evaluation concern.

Our third and last reflection is general, evaluative and subjective. As tempted as we might be to say that the program would have profited if we had provided more instruction in one area rather

than another, the truth is probably that it would net out the same. We diagnosed the needs of our University and constructed a program accordingly. Time, the harshest taskmaster of all, precluded the inclusion of all we would have liked to have covered. However, each class provided its own shifts of emphases and its own reservoir of talent and insight. The result was a broad, standardized curriculum that each class tailored to its own needs.

Was the program successful? As discussed at the opening of this section, we don't know for certain, and we probably never will. We have seen positive changes on our campus for which we are willing to take credit--but we cross our fingers when we do. We know that the program has touched about 200 of our 830 teaching and general faculty through classes, mini-Kelloggs and Breakfast Forums. We know that early changes are happening as a result of Internships and Task Force activities. An esprit continues among the participants. Others--non-participants--are drawn into the use of the new vocabulary of age-old concepts. We continue to receive requests for more Kellogg classes from those who were unable (or unwilling) to take part in the first round of classes. And we sense a real and positive movement on the campus--a sense of direction and a sense of unity. Forces are in motion; activities are in process. We don't know if the program has worked, but we do feel that it is working.



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